

The BUSINESS EDUCATION WORLD

FEB 6 - 1947

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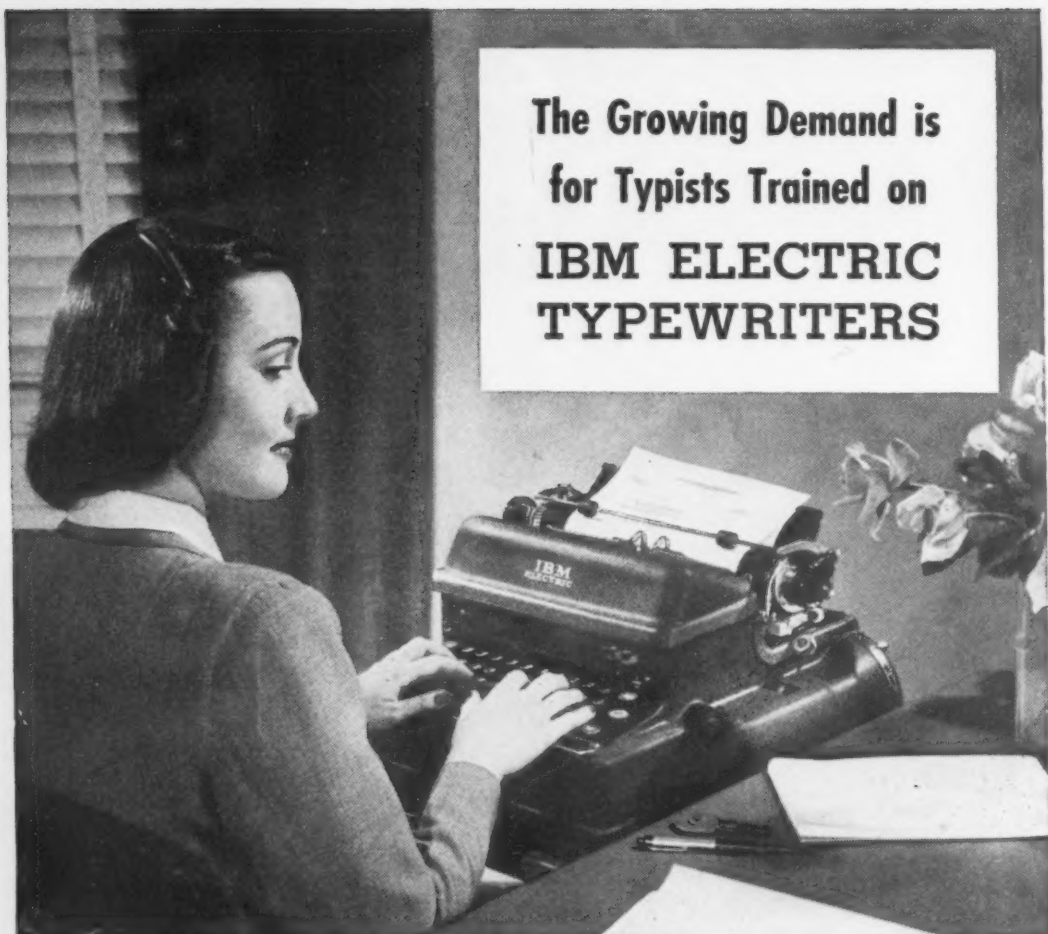
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FEBRUARY

1947



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The BUSINESS EDUCATION WORLD

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Does Work Experience Merit Salary Increases?

SO MUCH has been written about the merits of work experience for business teachers that we all have come to a nodding of heads on one point: occupational experience is desirable. Business teachers, most of us agree, *should* get summer jobs, *should* learn what really goes on in business, *should* be able to demonstrate vocational competence.

Indeed, agreement is so nearly unanimous that it is hard to justify not *requiring* occupational competence of every business teacher. Such a requirement is coming. New York City, for one, requires that its new business teachers have vocational experience. When business teachers become plentiful, the requirement of job knowledge may become an important screening factor in the selection of teachers.

But no universal action will be taken, or should be taken, until it is proved that a "laborer is worthy of his hire."

When teachers' salaries are boosted in recognition of the added qualification, business teachers will get occupational experience.

So we come to the question: Does work experience merit salary increase? For an answer, read this month's Join-the-Jury feature on page 316, where the elected leaders of nine of our largest business-education organizations give their verdict: "Yes!"

Their verdict, however, is more than a statement that occupational experience should be recognized as a remunerable qualification; it is a recognition that occupational experience *is* a qualification. The verdict is handwriting on the wall.

OUT OF THIS



WORLD

Are you a coupon-clipper? Does your right thumb itch when you see a nice, crisp coupon that offers something for nothing?

Ah, this issue of the B.E.W. will be a field day for you: there are *four* of them!

The Mimeograph folks have a coupon facing our front cover.

The Mum folks (shhh!) have one on page 314. Be sure to send for their grooming chart. It's a dandy bulletin board piece.

The Gregg Writer, that students' magazine so famous for its 24-pages-per-issue of shorthand reading plates, announces its second-semester rates on page 369.

And then there's the B.E.W.'s own super-duper coupon on the last page, along with Archie Bowle's "On the Lookout," where you can circle numbers and check boxes—it's definitely the executive type of coupon.

•
More seriously:

Don't miss John Walsh's blunt article about "Panaceas and the Shorthand Teacher," on page 326. He published this article in the *National Business Education Quarterly*; but it is so excellent that we begged for—and got—permission to reprint it.

•
And don't miss the first half of Louis A. Leslie's thunderclapping article (page 338) about shorthand prognosis. It's an uncorker!



What Next?

Textbooks and Publishing

CLYDE I. BLANCHARD

TEXTBOOKS • New and greatly improved instructional materials are coming off the press. All that has been learned in the greatest educational program of all time—the war educational program—is being incorporated in the selection and organization of postwar instructional materials and in the teaching plans that accompany them. No school can serve its community honestly and effectively in the postwar period unless it takes advantage of these new teaching aids at the earliest possible date.

Authors and publishers are doing their part to prepare and produce materials that will enable you to do the best job of teaching in your entire professional career. The results of their efforts deserve your most critical and open-minded examination. Unless you, too, do your part in evaluating the new texts, what has been done thus far to improve instructional materials will have little value.

I must not leave this subject without mentioning the acute shortage of texts and the staggering increase in the cost of production. It is necessary that you have these facts so that you can understand the handicaps under which publishers and schools are operating and will probably have to operate for another school year. The production of books depends upon the availability of metal for type and plates, of presses for printing, of suitable paper, of cloth and glue for binding, and last, but far from least, of highly specialized labor. If any one of these items is lacking, the whole production program is stopped. Unfortunately, every one of these items has been unavailable in sufficient quantity to permit publishers to supply schools with anywhere near the quantity of books needed. And this shortage of these critical items is improving very, very slowly.

The supply of book paper is especially critical. The typical publisher is receiving from paper mills approximately 75 per cent of his 1942 volume of usage. The 1946 demand for paper was nearly three times the 1943 volume of production. Then, the paper that the publisher is able to buy is supplied to him usually in four quarterly installments. This plan is success-

(Continued on page 315)

ful in dividing the year's business, but it is most impracticable in other ways. For example, textbook publishers have to complete the publication of most of their books for fall use during the spring months. They may need 9/12 of their paper in three months. Yet, under present conditions they will get delivery of only 3/12 of their year's needs in these three critical months.

Another factor that operates against other school text needs is the unprecedented demand for college textbooks, occasioned by the veterans' training program.

You are urged to estimate now your textbook needs for the next school year and to place your orders at the very earliest possible moment, as orders are usually filled in the order of their receipt when the books become available.

Not the least of the difficult problems facing publishers is the protection of the schools against the staggering increased costs of production. They have held the line as long as possible, and they must now pass on to the consumer his fair portion of these increased costs. According to an analysis recently made by the American Book Publishers Council, the costs of production between January, 1941, and April, 1946, had increased approximately as follows:

Linotype composition	58%
Electrotype plates	49%
Printing	40%
Binding	58%

These costs are continuing to increase, and many publishers are increasing their textbook prices accordingly.

One thing you may be assured of—the publishers of the country have been using and are continuing to use all their ingenuity and their best efforts to provide the books needed. They appreciate deeply the patience and the understanding of the school administrators and teachers. They need your continued co-operation.

TELLING VERSUS TEACHING • Teaching is more than just telling students what to do. No one likes to be told, as is illustrated by this story—

A class in school had been studying famous personages in old Greece and Rome and was asked to write a short essay on Socrates.

Brevity was the keynote of one small boy's response. He wrote: "Socrates was a great man. He was a Greek. He went around telling people what to do. They poisoned him."

THINKOGRAM • "He who chops his own wood warms himself twice."—An inscription on a fireplace in a hunting lodge.

IN WORLDS TO



COME: MARCH

TYPING • Harold Smith's history of our mistakes in teaching typing (see page 320, this issue) will wind up with an analysis of what the war did to our teaching techniques.

Katherine Humphrey, who describes her "Handicap-Hurdles" plan for advanced typing in this issue (page 346), will explain in detail how to use this plan to develop greater speed and accuracy on timed work.

SHORTHAND • Louis A. Leslie, who denudes theories about shorthand prognosis in this issue (page 338), will redress the matter and outline what can be done with prognostic tests.

BOOKKEEPING • In addition to another Zacur chart, March will bring an outstanding article about practical bookkeeping by J. Marshall Hanna. It's long, and it's meaty.

DUPLICATING • E. W. Alexander will end his series on duplicating practices by answering a score of specific questions that readers have sent in to us. (See this month's article on page 344.)

TRANSCRIPTION • John Rowe, whose series began last month, continues with his third and fourth "principles of transcription." His second principle is described on page 323 of this issue.

AND the usual editorials, commentaries, and features.

Join the Jury

The presidents of nine outstanding business-teacher organizations join the B.E.W. jury to discuss, informally but for the record, the question:



EARL DICKERSON



HAROLD B. GILBRETH

Does Work Experience

MR. LLOYD, MANAGING EDITOR OF THE B.E.W. AND FOREMAN OF THE JURY: Gentlemen and Miss Roberts, we want to thank you for your willingness to join the jury. Our question for today is one that is important to business teachers, and we think it merits your attention.

MR. LESLIE, ASSOCIATE EDITOR OF THE B.E.W. AND OFFICIAL REPORTER: Mr. Lloyd, I think that your jury might be prejudiced; after all, the jury members are themselves teachers and would benefit if their salaries reflected their work experience.

MR. LLOYD: That's why I said, "merits your attention." The jury will take a practical view of the matter!

DR. EARL DICKERSON, NATIONAL PRESIDENT OF DELTA PI EPSILON: I think that there is an obvious trend toward recognizing work experience. Not only does literature reflect this recognition, but other agencies do also: NOMA is helping; the George-Deen Act has clearly defined its importance in distributive education.

MR. LLOYD: Ah, we have a starting point: the *worth* of work experience. If you don't mind, Doctor Dickerson. . .

DR. DICKERSON: Not at all.

MR. LLOYD: . . . let's define our question first of all. Mr. Leslie, will you read it for us?

MR. LESLIE: I quote: The salary scales of some school districts provide special increments for teachers who devote a summer to additional academic study. (Now comes the question, or rather, the statement for the jury to comment on.) Such salary scales should provide corresponding increments for business teachers who devote a summer to the obtaining of genuine vocational experience.

MR. LLOYD: As a starting point, let me ask whether we are agreed on the worth of work experience itself?

DR. HAROLD GILBRETH, PRESIDENT OF THE SOUTHERN BUSINESS EDUCATION ASSOCIATION: In view of our long advocacy of business experience for business teachers, that ought to be obvious.

MR. LLOYD: Do you others agree?

DR. HAMDEN L. FORKNER, PRESIDENT OF THE UNITED BUSINESS EDUCATION ASSOCIATION: I think that business experience, properly planned and selected, can be one of the most important factors in improved teaching of business students.

JOHN N. GIVEN, PRESIDENT OF THE CALIFORNIA BUSINESS EDUCATION ASSOCIATION: Yes, I agree. Any plan that will bring work experience to teachers would have four very definite and rather immediate benefits: first, it would improve the professional status of the teacher; second, it would increase his vocational knowledge; third, it would add to his con-



ALAN C. LLOYD



LOUIS A. LESLIE



HAMDEN L. FORKNER



JOHN N. GIVEN



RUTH L. ROBERTS



EDMOND S. DONOHO

Merit Salary Increases?

fidence in the classroom, a confidence sustained by a knowledge of current business practice and procedure; and fourth . . .

MR. LESLIE: You must have known what we were going to talk about!

MR. GIVEN: No—it is just that I've given this matter a lot of thought. The fourth benefit: it would increase the reputation of the teacher with the students.

RUTH L. ROBERTS, PRESIDENT OF PI OMEGA PI: I certainly agree with Mr. Given. Work experience shows the teacher what to stress in teaching, teaches him many things that are not in the textbooks, things that will be helpful to his students when they make the transition from school to employment. Vocational experience also helps a teacher to keep up to date on standards of employment, new business methods, organization, management, equipment. Like Mr. Given, I feel that occupational experience proves to the teacher—and others, too—that he can *do* what he *teaches*.

EDMOND S. DONOHO, PRESIDENT OF THE EASTERN COMMERCIAL TEACHERS ASSOCIATION: I agree, of course, with the value you are all placing on work experience. I want to point out, however, that the problem is different among business-college teachers.

MR. LESLIE: You are a private school man, aren't you, Mr. Donoho?

MR. DONOHO: Yes, I am—Strayer, Bryant and Stratton College, and the Washington School for Secretaries—and our problem is different: the proprietors or managers of business schools are in many cases practical businessmen who keep in close touch with employers of trained office workers. They direct instruction so that it is a counterpart of on-the-job training experience in business offices. Our evening-school teachers are, in numerous instances, daytime business employees and are constantly bringing into the classrooms their practical knowledge. So, we are not only aware of the importance of work experience, but we also have it!

ALFRED QUINETTE, PRESIDENT OF THE TRI-STATE COMMERCIAL EDUCATION ASSOCIATION: We still haven't named the biggest, the most fundamental, benefit of work experience for teachers.

MR. LLOYD. Then name it, Mr. Quinette.

MR. QUINETTE: What the pupil gets from his teacher's experience. If the pupil benefits from his teacher's job experience, then on that basis alone we can justify any plan that will stimulate teachers to get that experience. And the pupil *does* benefit because this instruction is improved through the increased confidence of the student in the teacher, and the teacher in himself.



ALFRED QUINETTE



BENJAMIN HAYNES



LLOYD V. DOUGLAS

DR. BENJAMIN HAYNES, PRESIDENT OF THE NATIONAL BUSINESS TEACHERS ASSOCIATION: For a long time now, I have been convinced that, all things being equal, a teacher who has been certified to teach but who has had no business experience will be a better teacher if he is required to work in the field of his teaching rather than to attend summer school to study additional subjects that, all too often, are taken merely to get an additional degree.

MR. LLOYD: Well, Doctor Haynes, your comment brings us to the second phase of the question. Apparently we are unanimous in appreciating the value of work experience; so now we should compare the merits of a summer in school with the merits of a summer on a business job.

DR. HAYNES: Just ask any teacher who has spent a summer in acquiring vocational experience. I'm reasonably certain that he will say that his experience has been more worth while to him than his taking courses in which he was not interested but which he had to take to meet some specified requirement.

MISS ROBERTS: You can ask me, for one! My own business experience, both in stenographic and executive positions, both doing stenographic work and then directing stenographers, convinces me of the importance of vocational experience.

DR. DICKERSON: Such genuine vocational experience would, in many cases, be of far greater value than the pursuing of additional academic training.

MR. GIVEN: Certain it is that seven or eight weeks of fine business experience, with its accompanying values in terms of good business contacts, would be of greater importance and of greater value to the teacher and to the student than a similar length of study in any university classroom.

DR. GILBRETH: I had an interesting experience on that question last July. I mailed questionnaires to directors and officers of the SBEA asking substantially the same question. Eleven answers came back. Nine were favorable, one was negative, and one was a qualified answer. These answers seemed to indicate that responsible leaders in the South agree that recognition of genuine vocational experience should equal that given for summer-school attendance.

MR. QUINETTE: Practical business experience is as much a vital part of teacher preparation as is any advanced study. I think colleges, like school systems, should recognize genuine vocational experience as the equivalent of study that may be completed by a teacher in a regular summer session.

DR. FORKNER: You mean, for example, for graduate credit?

MR. QUINETTE: For both graduate and undergraduate credit, depending on the caliber of the work and extent of supervision. In either case it should be considered for salary increments.

DR. FORKNER: It is my belief that teacher-training institutions will soon develop a program of supervised summer work experience for business teachers.

MR. LESLIE: Mr. Lloyd, wasn't there something in the B.E.W. some time ago about a school that gave such credit?

MR. LLOYD: Yes, last June we had an article, "What I Learned On a Summer Job," in which Dr. P. W. Hutson, of the University of Pittsburgh, described his summer work-experience class. That course, however, was for guidance counselors who wanted occupational information.

DR. LLOYD V. DOUGLAS, PRESIDENT OF THE IOWA BUSINESS EDUCATION ASSOCIATION: My own school, Iowa State Teachers College, already gives credit for work experience under qualified faculty supervision. Students may receive as much as six credits for such experience, for which they register in the regular manner. At present two faculty members are devoting a fourth of their time to supervising this work.

DR. FORKNER: I believe that there will be more of that sort of thing arranged for business teachers—courses for which they will receive credit toward degree requirements, in the same manner that we now provide for supervised teaching experience.

MR. LLOYD: That will be a tremendous forward stride, for it will really make work experience a recognized phase of teacher qualification.

DR. FORKNER: It is important that we consider the supervisory aspects.

MR. LLOYD: Yes, let's consider them. We've agreed, so far, on the importance of work experience and have placed it on a level of importance equal to that of a summer's study . . .

DR. DOUGLAS: Granted, that is, that there would be this problem of subjective evaluation of what constitutes "genuine" vocational experience.

MR. LLOYD: Granted, Doctor Douglas. Now let's look at this making-it-genuine problem. Doctor Forkner, you were saying . . . ?

DR. FORKNER: That poorly selected and poorly planned business experiences are likely to have little value other than to increase the bank balance of the teacher.

MR. QUINETTE: Teachers who work during the summer at part-time jobs, to obtain business experience, usually must take work that offers small financial return. Part-time jobs do not offer high wages.

MR. LESLIE: That depends on the job. In New York City, it would not be hard to equal regular teaching salaries.

MR. LLOYD: I want to hear more about supervising, Doctor Forkner.

DR. FORKNER: The selection and planning of a summer of business experience needs to have the same care and thought as the planning of a summer of study. It is not enough to find a job, to take it, to work at it. Unless thought is put into planning, it is likely that a work-experience program will deteriorate into a program that bears little or no relation to the major job of helping boys and girls make a better adjustment to work life when they leave our business classes.

DR. HAYNES: There is no doubt that work experience, if it is to be rated highly, must be achieved on the basis of established standards.

MR. GIVEN: That's right, Doctor Haynes. A payment of any salary increment for a summer's work experience should be protected by a workable system of evaluation and reporting. I guess it is obvious that there are some kinds of work experience that would be of insufficient value to warrant a salary increase.

MR. LESLIE: Like?

MR. GIVEN: Well, picking oranges in California would hardly improve one's ability to teach typing!

DR. HAYNES: Summer work experience can well be under the control of some properly delegated official, and the work itself can be scored by him. Such a plan is implied in our jury problem. This approximates the co-operative plan of education. Under this plan, a student receives college credit; so why shouldn't a practitioner receive credit?

DR. GILBRETH: And for the practitioner, this "credit" should be in the form of salary increments.

MISS ROBERTS: But how are you going to evaluate "genuine vocational experience"? Business, trade, and industry are not standardized. How would you go about standardizing the teacher's occupational experience?

MR. LESLIE: The New York City public school system requires one year of properly evaluated work experience as a prerequisite to the employment of business teachers. They have a workable plan for evaluating work experience of this kind.

DR. DICKERSON: An accounting should be made by the employing firm to the school superintendent, an accounting relative to the quality of work performed. After all, this is what additional training should do: if a gap exists, regardless of what it is, fill it! If it is a lack of vocational experience, the increment should be

given the teacher who acquires such training just as if he had a deficiency in academic training and filled it.

DR. DOUGLAS: Someone should be designated who would evaluate and approve the work experience before it is begun.

MR. LLOYD: On what should that person base his evaluation?

DR. DOUGLAS: Offhand, I can see three bases: first, the extent to which the duties performed on the job have a bearing on the assigned teaching duties; second, the extent to which the job duties duplicate other recent work experience; and third, the extent to which the job provides "learning opportunities" as distinguished from "routine tasks."

DR. FORKNER: That's right—planning! If a teacher wants his work experience to get him a salary raise, he should be required to submit *in writing* what he plans to do in the way of work experience, what he expects to gain from it, and a specific list of duties he is to perform. As a part of the plan, the teacher should also be required to submit to his superintendent a *written* statement at the end of the work period indicating whether or not he was able to follow the intended plan and what he gained from the work experience in the way of skills, understandings, and new knowledges, together with a statement of how these skills, knowledges, and understandings are to be incorporated into his teaching plans for his students.

MR. QUINETTE: Yes, and also how the students can be expected to benefit from these new skills, knowledges, and understandings.

MR. LLOYD: That sounds reasonable, Doctor Forkner. I know that the Frick Foundation requires such information before it gives a summer-time scholarship to school teachers, and after giving it, too.

MR. LESLIE: Isn't that what some schools expect of a teacher who is going to take a summer session of study at school-district expense?

DR. DICKERSON: Exactly. In that way school superintendents can make sure that recognition is given for something worth recognizing.

DR. FORKNER: It is my hope that, until the day comes when graduate schools can universally offer—and supervise—a work-experience program, alert school boards and superintendents will set up specific plans and machinery for carrying out and evaluating plans for genuine vocational experience.

MR. LLOYD: How about the private schools, Mr. Donoho? Don't they have special, different problems?

MR. DONOHO: The private school has a more difficult problem because its school year is longer, often 48 to 50 weeks; regular teachers

are usually employed for the entire year, and a vacation of one month or less is typical; many full-time teachers instruct both day and evening classes. So, the teachers have less opportunity to go out and get additional experience.

MR. LESLIE: But, Mr. Donoho, suppose that business experience became, universally, a requirement for business teachers?

MR. DONOHO: Eventually business schools may have to lengthen vacations, grant sabbatical leaves, prescribe on-the-job experience as a requirement for upgrading in salary, or employ substitute teachers for intervals long enough to give regular daytime teachers opportunity to attain work experience.

MR. LESLIE: Becomes expensive, doesn't it?

MR. DONOHO: Well, higher standards justify higher tuition fees, just as they justify a higher salary. With higher tuition fees, too, it becomes possible to pay a higher salary; and the greater rewards will attract and hold the services of superior experienced teachers.

MR. LLOYD: You know, Jury, we've almost reached the place in this discussion that I had dimly hoped for: we've agreed on the importance of work experience; we've agreed that teachers should get occupational experience; we've agreed that the experience should be evaluated by standards or supervision or reports. Now Mr. Donoho has stated—and I see by your nods that you agree—that worth-while job experiences will make the teacher worth more to his employer.

DR. DOUGLAS: More than that—I'd say every school district would be justified in encouraging its business teachers to undertake a full, well-balanced professional training program.

MR. LLOYD: And that would include?

DR. DOUGLAS: *Both* academic training and occupational experience.

MR. LLOYD: And pay equal increments?

DR. DOUGLAS: I think I can say "Yes" for all of us.

DR. GILBRETH: And I'd like to recommend that a copy of this discussion be sent to the certification officers of state boards of education. There may be others, too, who are not directly connected with business education but who should become acquainted with our point of view.

MR. GIVEN: Second that, if it's a motion.

MR. LLOYD: Wait—let's bring our audience, the readers, into this. Put this on the record, too, Mr. Leslie:

We will send a copy of this discussion to any person or any agency for whom we receive a name and address from any reader. Send us the name and address; we'll mail a copy at once.

Thank you for your co-operation, Jurymen. Perhaps your discussion will really launch a program of certified work experience.

Teaching Methods in Typewriting

HAROLD H. SMITH

(Continued from last month)

1910 to 1919

BY 1910, the Underwood, Remington, and Smith Premier typewriter companies had training tables of expert typists. Royal, L C Smith, and Monarch typewriter companies occasionally employed experts in contests and for demonstrations. Competition was intense.

The correctness of the high-typewriter-table-low-chair position was fully established. All professional operators had adopted it by 1915. Between 1910 and 1912, the same experts proved the need for adequate, well-placed light on the copy and on the work in the machine. It is a matter of regret that neither of these essentials has yet been incorporated into customary school and office practice.

The Underwood and Remington (and later the Royal, L C Smith, and Woodstock) typewriter companies co-operated with schools by setting up awards and monthly *speed*-contest copy services between 1910 and 1920. About the same time more emphasis on *quality* was stimulated by other kinds of contests: in 1915, the *Gregg Writer* magazine expanded its credentials program, to found the Order of Artistic Typists, the purpose of which was to focus attention on improvement in the typing done in schools.

All these free or low-cost services had the effect of setting up country-wide standards of greater importance to individual teachers and students than local standards. Even students who did not send in papers for certificates and awards were more consciously aware of their need to meet these country-wide standards.

The first World War and its dearth of typists saw typewriter companies take the lead again. They conducted special courses for teachers in many cities, to show how mass teaching could be carried on. They introduced on a wide scale the unison method of dictating letters, strokes, words, phrases, and paragraph

matter; and the slapstick and the phonograph record—unfortunately, too often without careful observation of their respective limitations. The result: misinterpretation by teachers, exaggeration and wasteful use of the devices, and ultimately popular repudiation of some of them.

The phonograph method was later revived through the enterprise of B. J. Griffin and Rupert P. SoRelle in the form of rhythm records (1922).

Metal, paper, cardboard, and cloth keyboard shields were also developed by teachers who had the mistaken notion that touch typewriting was a negative thing—not looking at the keyboard. The kinesthetic concept, vaguely recognized by the experts as early as 1890, espoused by Altmaier (Philadelphia, 1901) in a textbook, and described by W. F. Book in his thesis of 1901, had not taken hold of typing teachers.

During and after the War there was a tremendous increase in the demand for typing teachers. Many changed over from other occupations. Few of these new typing teachers could do better than grope their way over the keyboard. The educational background of many was markedly below that of other teachers around them. Colleges and universities haltingly began to organize teacher-training courses, many of them bootlegged into the curriculum.

Even the teacher trainers often had to hide their lack of typing skill from their students. Course content was often dictated or dominated by the theories of the education departments in those institutions. The trainees were stuffed with psychology and pedagogy, courses in school administration, social problems, and so on. Unfortunately, few properly mastered the subject matter, practical teaching art, and demonstrable operating skill they needed to train vocationally competent typists.

Typewriting contest records were pushed steadily upward during this decade, until the one-hour record by Margaret Owen reached 143 net words a minute and the 30-minute record was set at 145 net by George Hossfield—both in the 1917 New York championships.



"Good heavens, Miss Mason, must you blame the typewriter every time you make an error!"

Thereafter, the adoption of the 10-word-per-error penalty in April, 1918, lowered subsequent records but tended greatly to improve accuracy.

1920 to 1929

In the decade 1920-1929, the typewriting contests became almost entirely an advertising medium for one typewriter company; the other companies had disbanded their training departments and were contenting themselves with past laurels and the work of a few traveling demonstrators. The one company, however, organized district and state contests throughout the country; and some schools turned out in one and two years of school practice many typists who typed in the 80 and 90 net word range, equaling and surpassing the performance of the company experts of but a few years before.

In order further to standardize contest results and make them more comparable, a change was made in the rules of 1924. This change called for the stroke counting of all contest matter. The *standard word* was defined arbitrarily as containing four characters plus a space—five strokes. This lowered the records still more but was a definite gain in the long run.

During this decade we witnessed an epidemic of notions, based on psychological and pedagogical theories, that threatened or questioned nearly all teaching practices and procedures. Born of the theories of amateur

This is a history, a chronicle. It tells us the backgrounds of our practices and traces the origins and development of what is good and what is bad in our typing classes today.

psychologists, a rash of ideas broke out which, in the hands of the inexperienced teacher and administrator, disparaged much of what had been learned so laboriously over so many years.

Repetition in typing practice, for example, was anathema. Rhythm was a snare and a delusion. An exception must never be permitted to occur. Some teachers interpreted this last as meaning "never look at the machine"; others, as applying only to "typed errors" or to "technique" or to some other phase that seemed important at the moment.

Learning by the "whole" method, variously interpreted, must always be preferred to learning by the "part" method. (In what diverse ways this principle was interpreted!) Students were never to be permitted to become discouraged; everything they did must lead to "satisfactions."

We were well on our way to resolving and rectifying these radical departures from safe procedures when the depression of 1929 struck with full force. The typewriter companies withdrew their free monthly copy services and awards plans. They substituted a co-operative service concentrated in the Typewriter Educational Research Bureau; but this Bureau was staffed by persons without previous experience in the operation of these plans and without intimate contact with those who had developed a high degree of typewriting skill. The test services were broadened to include tabulations, rough drafts, and letters as well as the usual straight copy. No awards were available. While many teachers felt that the additions were helpful, attempts to get returns and to set norms on each particular test were unsuccessful because of the tremendous falling off in the number of active participants in the new plan. This general result can be contrasted with that of the *Gregg Writer* Credential Service: it continued to show a steady increase year after year because of the maintenance of its awards as incentives.

The depression also greatly reduced enrollments in typing departments. For several years some leading educators saw fit to minimize the

vocational values and to emphasize the general and social values of business-education subjects—including typing. Their point of view introduced countless questionable objectives and practices, most of which had to be disproved and rejected under difficulties.

The personal-use typing course was almost one of the victims of the devotionalization trend. Some leaders called for and set up separate typing programs for personal-use training; and, in their efforts to make these programs completely different from vocational typing courses, they discredited the course because of its substandard achievement.

Characteristic of the thinking of these times was the practice of some teacher-trainers, who lacked completely any personal skill in typing, to lecture blandly on ridiculous teaching theories based solely upon their misinterpretation of psychology and pedagogy—without fear of contradiction from their inexperienced and equally unskilled teachers-to-be.

Outsiders, no matter how experienced and expert, had to twist and squirm their way through countless public appearances and interviews until such time as they could discover overwhelming proof of the futility of such ideas or discover some *authority* before whom the theorist would bow.

As an example, consider the theories about typing on the stroke, the combination, and the sentence levels. The practical facts about these things were spoken and written about by the early demonstrators, as far back at least as 1890. Book set them forth in his psychological study of 1901. College-trained teachers and authors began talking about them about 1920. But the vital differences between the practice methods suitable for typing on these three levels were not even presented to teachers until 1929; then only by teachers who went back to their own personal experiences as skillful typists in order to discover the facts.

If nothing else, this decade taught that there is no substitute for the teacher's possessing adequate personal skill.

(To be concluded next month.)



FOR ORGANIZATION TREASURERS • The size of the envelope appears to be a factor in getting returns (and checks). On a 100,000 Christmas Seal mailing in St. Louis, half were sent with a size 6¼ reply envelope and half with a size 9 reply envelope. The larger envelopes brought not only 4 per cent more contributors, but also a 5 per cent larger contribution.—*Envelope Economies*

Teach More, Test Less

• JOHN L. ROWE
Boston University
Boston, Massachusetts

PERFORMANCE standards in transcription classes are constantly being upgraded. More and more teachers are reporting progress in the development of transcription skill. An analysis of the classroom activities of these successful teachers has shown that the second principle of good teaching—*teach more, test less*—has played an important part in the improvement of instruction in transcription.

For many years Blanchard has stressed the importance of the application of this principle in building shorthand skill. His discussion of this principle in *Twenty Shortcuts to Shorthand Speed*¹ is well worth reading.

Authorities on the drama inform us there are thirty-six possible plots or dramatic situations.² A new play is after all but an old plot with a different interpretation in another environment. This treatise on the *teach more, test less* principle is the same story but with a new interpretation.

Transcription skill is developed through a planned instructional program. An analysis of the *teach more, test less* principle applied to the teaching of transcription reveals two major activities: the activity of previewing and the activity of training.

I. THE ACTIVITY OF PREVIEWING

The concept of previewing implies more than presenting the difficult shorthand outlines on the blackboard. Previewing is all inclusive of those skills and knowledges essential in

producing a mailable transcript. It means going over the entire letter or article for the following aspects and components of transcription skill: English and grammatical construction, punctuation, spelling and word usage, word division, letter setup, and shorthand.

Preview teaching is our main task. Throughout the course everything confusing or new to the students is previewed. Even during the testing period, if some incidental principle occurs that has not been covered previously, it is "previewed" for the student. We test only on the material covered in our teaching.

How to Preview for Transcription

Previewing is a teacher-imposed activity. The majority of pupils will receive the greatest benefit if the presentation is in the form of drill with the entire class participating. When previewing the proposed transcript for shorthand outlines, the instructor will first present each difficult outline on the blackboard, telling the students to practice the character as many times as possible. By allowing three or four seconds between the presentation of each outline, there is sufficient time for the students to write the character two or three times in their notebooks. By so doing, not only is the form of the character learned, but through this limited repetitive practice greater executional facility is also developed.

All the previewed outlines for the proposed transcript are placed in a group on the blackboard and left there for any immediate future reference. After the necessary outlines have been presented, the teacher previews all English, punctuation, and similar aspects not covered in previous teaching. When this has been done, it is possible to provide a quick review of the shorthand outlines by drilling orally and in unison on the outlines left on the board. This last-minute practice, or oral previewing, just before the "official take" will assist in automatizing the desired mental images of the outlines.

¹Clyde I. Blanchard, *Twenty Shortcuts to Shorthand Speed*. New York, The Gregg Publishing Company, 1939. pp. 8—11.

²Georges Polti, *Thirty-Six Dramatic Situations*. Franklin, Ohio, Reve Publishing Company, 1924.

Last month, Doctor Rowe discussed his first principle of teaching transcription: "Proceed from the simple to the complex."
—Editor

Avoid Previewing by the Discussion Method

Previewing through class discussion generally results in confusion and disaster. The weakness of this procedure is illustrated through the following narrative between a shorthand teacher and his class—previewing through discussion:

Class, how do you write the word *unusually*? (Several different answers are given at once.) All right, just one at a time . . . Elsie, how is it written? (Elsie hems and haws and eventually describes orally how she thinks it should be written. Her ability to describe orally how a shorthand outline should be written is no better than most people's ability to describe shorthand outlines orally, and her contribution unfortunately turned out to be a complete waste of time. As the teacher was among those who didn't understand Elsie's oral description, it was not possible to inform the class whether Elsie was right or wrong.)

Amy, how would you write it? Amy gives an incorrect version of *unusually* . . . Is that correct class?

Finally the teacher hurriedly (anxious by now to discuss the next outline) informs the class of the correct form for the word (probably orally) and proceeds to discuss the next outline to be learned.

Five minutes after all the outlines have been presented, the teacher is dictating the text for transcription and the word *unusually* is heard. Will the students be able to visualize mentally the correct outline and thus write it? Will they be able to isolate the correct outline from the various forms given by Amy, Elsie, and the teacher? Not only will they probably write the incorrect outline, but they will also hesitate in doing so (thus reducing speed) while trying to remember which outline was finally correct.

The discussion method of previewing violates, particularly, our second principle of good teaching. As just described, this method is little more than orally testing and quizzing the students; and that is what we want to avoid by all means in order to live up to our principle, *teach more, test less*.

II. THE ACTIVITY OF TRAINING

Each training period should be of four weeks' duration, followed by a testing period of one week, during which some opportunity is provided to test power production as well as fundamentals in the various constituents of transcription. A remedial period of one week should follow the testing period. This six-week cycle should be repeated as often as time per-

mits; the frequency will depend on how much time is given to transcription in the stenographic curriculum. Under this plan only one-sixth of the formal class time is spent in testing, thus adhering to the principle, *teach more, test less*.

There are specific basic objectives for each training period. These ought to be thoroughly understood and clearly defined on the part of the teacher and on the part of the student. This common ground and clear understanding as to what is expected during each training period is a vital factor in motivation and in keeping the class working continuously until the objectives are achieved. For example, some broad, over-all objectives for the first training period might include the following:

1. Letter placement and setup:

- a. To center a specified style of letter—short, medium, long—from shorthand notes dictated at various speeds and pressures, as well as from various types of vocabulary.

2. English fundamentals and punctuation:

- a. To punctuate the compound sentence.
- b. To punctuate sentences containing interrupting elements.
- c. To punctuate subordinate clauses.

3. Word usage:

- a. To define all words covered in the transcript.
- b. To spell all words covered in the transcript.

4. Mechanics:

- a. To use the dictionary functionally and with rapidity.
- b. To organize and place materials correctly at the desk.
- c. To use carbon paper, erasers, and envelopes.

The training program implies continuous teaching activity on the part of the teacher. The *Transcription Error Chart and Profile of Progress*, employed by the teacher and student, is the medium around which centers much of the activity during each six-week cycle. This chart may be kept by the pupil, by the teacher, or by both.

All errors made on individual transcripts are recorded on the chart daily. Both the student and teacher note their progress. The student may observe how often each error is repeated, and the teacher will watch closely the recurrence of errors as a barometer of his teaching.

During the training period the instructor

corrects the transcripts while they are "still warm." As soon as a student finishes a transcript (including the proofreading), he indicates to his instructor that he is ready to have it corrected. It is not necessary for the teacher to read the transcript word for word; instead, he is to spot the major points covered for that day, especially those stressed during the previewing period. Perhaps the wrong *council* was used—not only would he point out this error but at the same time explain why it was incorrect. Only a glance at the paper is necessary to determine the correctness of letter placement. If attention has been given to a compound word during the preview, the teacher can easily recall the paragraph in which it appears and quickly verify its correctness. A check mark is recorded in the appropriate space on the Transcription Chart.

Do More Than Check or Correct

As the teacher corrects he explains and teaches some more. The emphasis is placed on showing, teaching, and helping rather than on testing, marking, and checking. Calling attention to errors in a personal and friendly manner will have a profound effect on learning. The greatest benefit of all is derived by having the errors corrected while the student's interest is at its highest. Then, too, the students will learn *while* doing, which, as described in this article, is virtually synonymous with "learning by doing"—and that is considered by many as a sound, desirable educational philosophy.

This on-the-spot teaching activity is also of much strategic value to the teacher. He can see students' errors in relation to the total picture, to the total teaching program. Thus, it is possible for him to follow up those particularly difficult principles as revealed through the transcription error chart by reteaching the next day while students' minds are still receptive and alive to the current principles. Thus another opportunity has been provided to teach more.

The Student Keeps Working

The following question might be raised at this time: Wouldn't a number of students be idle at their machines while waiting in turn for their transcripts to be corrected? When students complete transcripts before the teacher is free to come to their desks (he is

with some other student), they proceed immediately to the next job at hand. When the teacher has finished with one student, he proceeds to the next student who has his transcription ready for correction.

Individual differences are as evident in the transcription class as elsewhere, and in actual practice the students usually finish transcripts at intervals sufficiently spaced to provide for correction upon completion. After the teacher uses this activity-correction technique for a few days, it will be much easier to cover all the transcripts as they are completed.

Students respond to the businesslike atmosphere of a training program. Its activity nature suggests business and industry; everybody works, including the teacher, and the students will put forth greater effort when the teacher works right along with them. Furthermore, by being able to see their results the same day, generally as soon as their work is proofread, they will work all the harder.

III. THE TESTING PERIOD

After the objectives for the first training period have been thoroughly covered through teaching, previewing, and transcription practice, then the student is ready for a testing period of one week.

The testing period implies he is on his own and working under conditions simulating those in business as nearly as it is possible to do so in the classroom. He may, however, use the dictionary. Only those principles not covered in the training period should be previewed at this time.

Tests are given primarily to plan remedial activities. At all times it is important for the student to realize that a test is not primarily for a grade but to show how much he knows, how much he has progressed, and how much remedial work he needs. The teacher is being examined as much as the student is during this testing period. Provided all other things are equal, if the student has not learned, the teacher has not taught.

Instead of waiting until the testing period to determine how much has been taught, the writer has always found it challenging to ask himself these questions daily: What do these students know today that they didn't know when they entered the class at the beginning of the period?

Panaceas and the Good Shorthand Teacher

JOHN V. WALSH

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DO YOU want to get better results in your shorthand classes? Of course you do; what teacher doesn't? But how to do it is a question that is not answered so easily, although perhaps it should be.

In attempting to find the answer to how to do it, teachers often run from one promised land to another; and they're encouraged in the sport by authors, teacher-trainers, "experts," and publishers, all of whom have a penchant for some panacea.

In some cases the panacea is sought in student selection—"prognosis" they call it in academic circles. "If only we could select and enroll in our classes students who have 'what it takes' to learn shorthand, our worries would be over," is the sort of comment made by teachers time and time again. Yet shorthand is easy to learn. Any student who has reached the senior high school level, especially the eleventh and twelfth grades, and who can write longhand, has demonstrated that he has sufficient capacity to learn shorthand. In some cases, for reasons other than capacity or aptitude, he won't learn it; but in all cases he can.

Some teachers look for the open sesame to better shorthand results in a certain teaching method. Ah, here's the solution, so the proponents and exponents of various teaching methods would have us believe. Yet, in the "good old days," before shorthand teachers knew anything about teaching methods (when they just wrote shorthand and had plenty of enthusiasm for it), they got mighty good results. In fact, some people who have been close to shorthand teaching for twenty or thirty years consider the results superior to those being obtained today. It was an era of great shorthand champions!

Then, some shorthand teachers look for the royal road to better results in another shorthand system—no one in particular, just so it's another system. There have been scores of shorthand systems, each of them proclaimed to be the answer to the teacher's and to the stenographer's prayer. Yet, in all the history

of shorthand, only a very few systems (you could probably count them on the fingers of one hand) have had sufficient merit as systems of shorthand writing to establish themselves and to remain in use for any length of time.

Seeking better results in shorthand through some panacea, perhaps one of those mentioned, although there are others, invariably leads to disappointment—there is none. Of course teaching method is important; so is the shorthand system taught, and so are many other factors; but none of them is the panacea for better shorthand results.

To seek better shorthand results in some panacea has consequences far more serious than just disappointment. It confuses the instructor, dissipates energy and effort, and encourages rationalization; and most serious of all it diverts attention from the factor that always has been and always will be more important than any other in getting good shorthand results—the *good* shorthand teacher. Frequently teachers get so wound up in proposed and supposed panaceas that they overlook their own importance, responsibilities, and functions as teachers and the important matter of simply teaching shorthand.

The good shorthand teacher writes shorthand. Every shorthand teacher should be a reasonably skillful writer of the system he undertakes to teach. It will not suffice for a teacher to be acquainted with the system taught or even to be exceptionally well informed about it for that matter. Intellectual discussions of shorthand in the classroom consume time and get the student nowhere as far as writing shorthand is concerned. Shorthand is a manual skill that is taught not by description but by execution, and that goes for both teacher and student. Furthermore, only through the process of developing a reasonable skill in writing shorthand can the teacher understand the problems experienced by the student.

Of course, the teacher's ability to write shorthand proficiently commands the respect and confidence of students. It demonstrates to

them that the teacher has been through the process of learning shorthand and *knows whereof he teaches*. Shorthand teachers who need to improve their writing skill should do so without delay, and those who have achieved a satisfactory skill should keep a fine edge on it and even improve it by regular reading and writing practice.

The good shorthand teacher is enthusiastic about shorthand. If the shorthand teacher is not enthusiastic about shorthand, how can he expect his students to be? Enthusiasm or the lack of it is contagious, and the presence of it in the classroom is vital because it is the generator of student interest and activity.

Reams have been written about motivating devices and their use in the classroom. But there is no motivation so real, so lasting, and so effective as the teacher's genuine enthusiasm for shorthand and the natural motivation that the student derives from continued progress in learning to write it. Many devices are inappropriate, setting up obstacles to skill building; and some actually divert the student's attention and effort away from the job at hand—building skill in writing shorthand.

The good shorthand teacher sets practicable high standards and expects students to attain them. The good shorthand teacher is not unrealistic about limitations; but, rather than yield to them, he overcomes them by teaching more intensively and by using greater ingenuity and resourcefulness. He doesn't teach to a minimum standard; he strives to bring his students individually and collectively to the highest level of skill that they can attain. He knows that, generally speaking, the more skill his graduates have the greater will be their production, and hence the more valuable will be their services to their employers. He

knows that a reserve of skill over and above the usual requirements will enable them to compensate for nervousness and tension in taking employment tests, adjusting to the new job, handling dictation peaks, and earning promotion and advancement.

High standards set the goal and the pace required to attain them, and students usually respond accordingly. They like to work, particularly when they feel the motivating satisfaction of their progress in writing shorthand; and they respect the teacher who expects them to work.

The good shorthand teacher makes every minute count; he teaches shorthand. Time is precious in teaching shorthand. A high-type skill is to be nurtured and built from stage to stage and brought to a certain standard in a definite period of time. The results are measurable; the student attains the standard or he doesn't. Not a minute should be lost on activities that do not contribute to building skill in writing shorthand. In a school where shorthand is taught five periods a week, forty-five minutes each period, for thirty-six weeks (the ordinary high school year) an average loss of just three minutes in each period would amount to slightly more than ten periods, or two weeks' teaching time. Here are some suggestions that save time and help the teacher get better results:

1. Classroom routines—roll taking, attendance reporting, collecting papers, and so on—should be handled systematically and in a way that interferes as little as possible, and preferably not at all, with classroom work.

2. Each period should be devoted as far as it is practicable to reading and writing shorthand. Time should not be wasted on discussions of topics that do not contribute directly and substantially to the development of skill in writing shorthand and on detailed explanations and discussions of the whys and wherefores of rules and principles.

3. The student should not be allowed but urged and required to write rapidly from the very first time he writes. Fast writing develops fluency; slow, careful writing results in inhibitions and the formation of habits that impede fluency. What's more, by writing rapidly, the student writes more shorthand!

4. All instructions should be intelligible, explicit, and simply stated. Students should always be given a clear, sensible reason for do-

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JOHN V. WALSH

ing what they are asked to do, so that they will see the need for it.

5. Dictation of material should proceed from beginning to end without interruption; it should not be "punctuated" with explanations, instructions, and passing comments about the writing, posture, hand position, and so on, of individual students. Such interjections hinder the student's concentration and confuse and disturb him. Any comments that are *really necessary* should be reserved and made at the end of the dictation. All dictation for speed-building purposes should be timed and should be given under practice conditions only, never under application conditions. The purpose of "office-like" dictation is to toughen writing skill, not to increase it—two entirely different purposes. There's a time and place for "office-like" dictation toward the end of the course. To give it in the speed-building program wastes time and impedes the development of speed.

During the elementary stages of the course students should be watched carefully and should be pushed judiciously to write as rapidly as they can without extending themselves too far beyond their present skill and accomplishment.

The voice of the dictator should have a lively tone and yet should not be emotionally sympathetic to the content of the dictation. It should be loud enough to be heard by all students without strain and yet not too loud; tension is caused by either extreme. The enunciation should be clear, distinct, unaffected.

6. Reading back should be a regular part of the skill-building procedure and should be done with dispatch. Time should be taken to read only a part of the dictation. Teachers should use discrimination in designating students to read, and those who hesitate over outlines should be prompted after a reasonable length of time—a matter of seconds; prompting not only saves time—it's also good pedagogy.

7. Connected matter should be used for repetition practice. Exercises requiring the student to write in shorthand so many lines of this word and that word are practically worthless and a waste of time. Building skill in writing shorthand outlines is a process of reorganization and re-creation; repetition is effective only when it involves the reading and

writing of outlines in new settings, new combinations in contextual form.

8. Testing should be held down to the minimum. Its purpose is to measure, not to build, skill. Time taken for measurement is time taken from skill building. Furthermore, skill building in shorthand is a *pushing* process and actually the student is being tested constantly and under conditions more favorable than a formal test.

The good shorthand teacher uses the blackboard liberally throughout the course. There is no aid so valuable in teaching shorthand as the blackboard; the teacher should use it liberally. Shorthand is not learned from descriptions, explanations, discussions—from talk; such indulgence kills time and gets the student nowhere. Shorthand is learned by doing, by reading and writing shorthand. The process involves observation, imitation, and practice. When outlines are put on the blackboard, the student observes not only the outlines, but also the execution of them—something that cannot be observed from shorthand plates in a textbook. Furthermore, the blackboard is so flexible, being available for use whenever desired.

The blackboard should be used throughout the course—in illustrating principles; presenting penmanship drills; previewing dictation; drilling on brief forms, special forms, phrases; and so on. It is an effective means of setting and maintaining the pace of drill work and may take the form of a preview read by a class in concert as the instructor rapidly points to outlines. Such a procedure puts "life" into a class, gets attention, heightens concentration, and saves time!

The value of using the blackboard in teaching shorthand points up the importance of being able to write it with reasonable skill. But even some teachers who write shorthand lack confidence when it comes to using the blackboard. The only way to learn to use it is to use it!

The good shorthand teacher uses a full program of teaching materials. Plenty of material of the right kind used at the right time is indispensable in doing a good job of teaching shorthand. It should feature an abundance of connected matter written in shorthand that increasingly extends the student's vocabulary as he progresses through the course. Students must be prepared to write any one of

many thousands of different words; a vocabulary of high-frequency words is by no means adequate. For the elementary, or theory, part of the course, carefully graded material should be used.

The good shorthand teacher is human. Above all, the good shorthand teacher is one whom students admire as a person—sincere, cheerful, optimistic, energetic, impartial, firm. He is quick to praise, slow to condemn, “a leader and guide and not a critic,” as a famous educator said some years ago.

To get superior results in shorthand, there is no substitute for the *good* shorthand teacher who simply teaches shorthand. In comparatively recent years his importance has been overshadowed, if not submerged, by developments and preachments in educational psychology, teaching methodology, and so on. It is time that the teacher's functions and responsibilities are seen once again in their true perspective and that he is restored to his place of importance in the classroom. It was so in the “good old days” and always will be.

Adjustments for Accrued Interest

HOWARD A. ZACUR
Cedar Crest College
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Accounting Cycle Chart No. 6

ACCRUED INTEREST INCOME is the amount of interest earned *but not received*.

An interest-bearing note receivable extending over several accounting periods will necessitate adjustment if account values are to be determined on an accrual basis.

The accrued interest income is debited to the asset account, Interest Receivable, and credited to the income account, Interest Income. Assets are increased by the debit entry and the owners' equities are increased by the credit entry. The income amount is transferred to the Profit and Loss Summary account at the end of the accounting period.

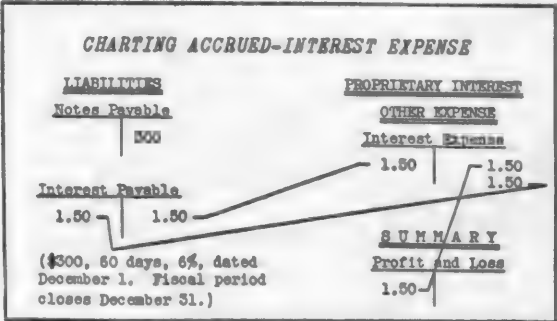
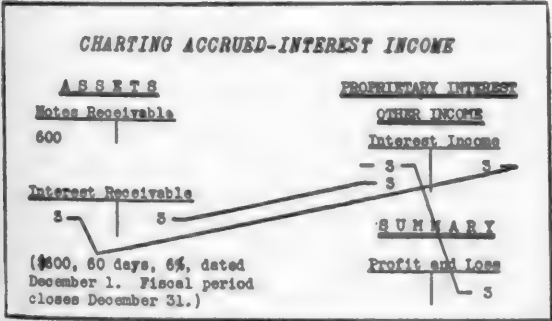
At the beginning of the subsequent fiscal period a reversing entry is recorded, crediting the asset account and debiting the income account. This is done to get the accounts ready for the new fiscal period and to eliminate the necessity of future analysis of accounts when determining the amount earned and accounted for, but not received, and the amount received to be accounted for.

Accrued interest expense is the amount of interest incurred by the business *but not paid*.

An interest-bearing note payable extending over several accounting periods will necessitate adjustment if account values are to be determined on an accrual basis.

The accrued interest expense is debited to the expense account, Interest Expense, and credited to the liability account, Interest Payable. Creditors' claims are increased by the credit entry and the owners' equities are decreased by the debit entry. The expense amount is transferred to Profit and Loss Summary at the end of the accounting period.

At the beginning of the subsequent fiscal period a reversing entry is recorded, debiting the liability account and crediting the expense account. This is done to get the accounts ready for the new fiscal period and to eliminate the necessity of future analysis of accounts when determining the amount incurred and accounted for, but not paid, and the amount paid to be accounted for.



The NOMA Lends a Hand

● ALAN C. LLOYD

No business educator who knows the program of the NOMA can doubt that the businessman is interested in, and will do all he can to help, business education.

FOR many years the literature of business education decried the differences between classroom and office practices. Yearbooks bulged with pleas for "bridging the gap." In more recent years, encouraged by Federal legislation and the success of earlier writings, business educators have turned to specific business employers and said, "Help us develop our school program—you and you and you!"

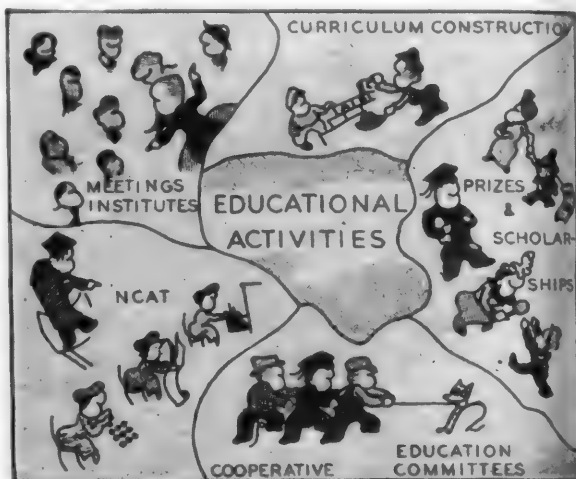
Because business has rarely replied publicly to business educators as a group, some teachers have retained the idea that the *beau geste* was all on the part of education, that businessmen have been recalcitrant in co-operating.

But no teacher who is familiar with the activities of the National Office Management Association can believe that he faces business education problems alone. The NOMA, an association of 6,400 office employers, faces these problems, too, and for years has co-operated with business teachers in those areas served by its chapters.

The NOMA, it should be clear, is not an organization for teachers. It serves businessmen, first and foremost. Its dues are high and in proportion to the service it provides. But every one of the 82 local NOMA chapters

(see map) has an active education committee whose function it is to plan with schools, to promote a liaison between schools and offices (speaking of bridging gaps!), and to make recommendations for the school training program.

Each of these chapters, too, has at least one education program on its calendar, and many NOMA members have attested that this program is often one of the highlights of the year's

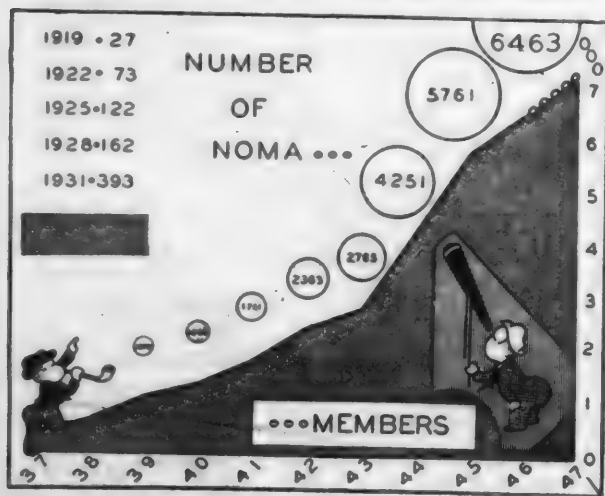


All cuts courtesy of Nomayor.

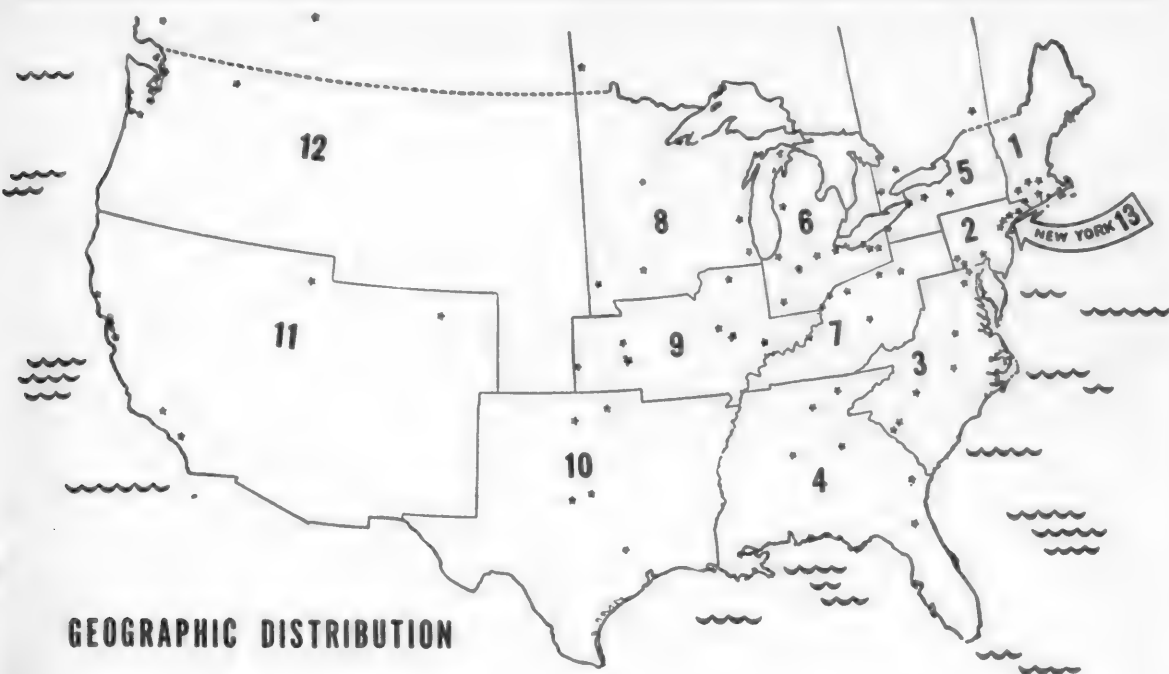
NOMA accents its educational program.

activities. Both national and local offices produce volumes of literature on the problems of businessmen; and, because personnel problems figure so prominently in the office, it is natural that a considerable amount of this literature deals with training and schooling problems.

So, even though NOMA is not an organization for teachers, it is nevertheless an organization whose interests are so akin to those of progressive business educators that teachers should capitalize upon every opportunity to share in its program, its conventions, its meetings, its information, its research, its publications. Attendance at a single meeting of a local chapter is the equal of conducting a survey, as so many have, "to determine what businessmen want" in specific communities. Attendance



Growth indicates vigor.



Does Your Community Have a NOMA Chapter: ... ?

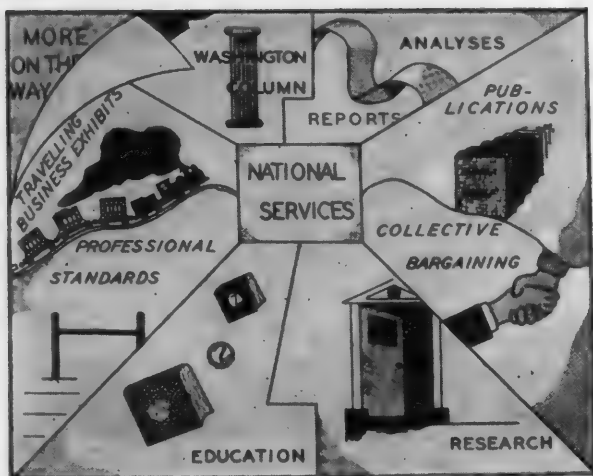
NOMA Chapters by areas: (1) Boston, Hartford, Montreal, Providence, Springfield, Worcester; (2) Bridgeport, Harrisburg, New Haven, New York, Philadelphia, Stamford, York; (3) Baltimore, Charlotte, Greenville, Piedmont, Raleigh, Richmond, Washington; (4) Atlanta, Birmingham, Chattanooga, Jacksonville, Knoxville, New Orleans, Savannah; (5) Buffalo, Erie, Hamilton, Rochester, Syracuse, Toronto; (6) Akron, Cleveland, Detroit, Fort Wayne, Grand Rapids, Indianapolis, South Bend, Toledo, Youngstown; (7) Cincinnati, Columbus, Dayton, Huntington, Louisville, Pittsburgh, Wheeling; (8) Chicago, Des Moines, Duluth, Milwaukee, Omaha, Twin Cities, Winnipeg; (9) Evansville, Kansas City, Peoria, St. Louis, Springfield, Wichita; (10) Dallas, Fort Worth, Houston, Oklahoma City, Tulsa; (11) Denver, East Bay, Los Angeles, Salt Lake City, San Diego, San Francisco, San Jose; (12) Calgary, Portland, Seattle, Spokane, Vancouver.

at a single convention removes the classroom walls and gives the business teacher a whole new perspective for his teaching. Reviewing a single issue of NOMA's monthly magazine, *The Forum*, brings a conclusive awareness of the fact that the businessman is worrying about our teaching problems as much as we are—or more, because it means dollars and cents to him.

The NOMA is intensely serious about its educational projects. It pays for the best advice. It conducts research. It sponsors, jointly with the United Business Education Association, the National Clerical Ability Tests. In the preface of its *Guide for Education Committees* is a phrase that explains tersely NOMA's motives in searching for and promoting better business education: "—aren't we the beneficiaries?"

The extent to which NOMA members have benefited may be a contributing cause to the phenomenal growth of the organization: it is now six times as large as it was ten years ago, and its chapters have grown from five to seventy-seven in the same decade. With this attention on the same problems that confront business teachers, it is no wonder that schoolmen have found the NOMA eager to lend a hand in improving instruction, in adjusting workers to the jobs, in obtaining for business education the tools and guidance it needs.

Although few teachers are invited to membership in the NOMA, the organization does provide many opportunities for business teachers. Contact with the local chapter's education committee is certain to elicit generous co-operation, whether it is for the formation of a part-time working program, for student visits



NOMA gives its members many services.

to offices, for administration of the NCAT examinations, for speakers or demonstrators, for sample business papers, or almost any other gesture of helpfulness that might be solicited. Invitations to sit in on NOMA meetings are obtained with equal ease.

Additional opportunity to learn the businessman's point of view exists in the publications issued through the national office at 2118 Lincoln-Liberty Building, Philadelphia 7. The *Proceedings* (\$5) is a compilation of addresses made by top-flight business analysts at the annual convention. *The Forum* (also \$5) is a monthly journal that devotes considerable at-

tention to the personnel problems of businessmen in a manner that is enlightening to teachers. Both of these publications, in addition to the annual business report, monthly news indexes, and other membership bulletins, are released with a 50 per cent discount to schools and libraries—NOMA's way of encouraging educators to understand the problems of office management.

The very existence and growth of the NOMA is an indication of the extent to which businessmen are interested in facing their problems, both locally and nationally. Because education can solve some of their outstanding problems, they are interested in school training programs, just as they are naturally concerned with management procedure, wage incentives, unionization, and other problems of office management. With wide resources and intent purposes, the National Office Management Association is ready, able, and anxious to lend a hand, to tackle the problems of business education with educators.

Business educators have a standing invitation to share their problems with the men who will use their products—the members of the NOMA.

Editor's Note: Because the BUSINESS EDUCATION WORLD shares the point of view of the writer, its future issues will include such items about the NOMA as will be of interest to educators.

BLACKBOARD BLURB • The hen is the only biped that can produce just by sitting around.
—National Publisher

RESEARCH RELATIVES • What are the relative values of praise and reproof in the learning process? Visits to many typewriting classes, especially toward the end of the day, create the impression that teachers do not consider praise a particularly effective motivating factor.

A study by Hurlock,¹ however, supports the superiority of "molasses" over "vinegar." In setting up his study (arithmetic problems), Hurlock established within a classroom three different groups. The pupils never knew how well they had done on the tests; but the first group was praised, the second reproved, and the third ignored. The evidence established the superiority of praise over reproof as a motivating device.

Familiar, too, is Thorndike's Law of Effect.² One of the aspects of this law is that more learning takes place when the act is a satisfying experience to the learner. And how much more pleasant is the classroom where the act is a satisfying experience to the learner. And how much more pleasant is the classroom where the students and the teacher are pulling together instead of against each other!—Kenneth J. Hansen

¹E. B. Hurlock, "The Evaluation of Certain Incentives Used in School Work," *Journal of Educational Psychology*, XVI, 1925, 149.

²J. F. Dashiell, "A Symposium on the Law of Effect," *Psychological Review*, XLV, 1938, 191-218.

You Can't Legislate Co-operative Training

FLASH! Vocational Education Act of 1946, approved by Congress becomes Public Law 586, to be known as the George-Bardon Act!

With this significant gesture, the Federal Government extends for the third time a most pressing invitation to all business teachers and educators to participate in an occupational-training program that the public is demanding, that business is urgently needing, but in which we, as business teachers, seem very hesitant about taking part—a most unfortunate situation.

For the fiscal year beginning July 1, 1946, and annually thereafter, there is appropriated \$8,000,000 for vocational training in trade and industry, and \$2,500,000 for vocational education in distributive occupations. This is approximately twice the amount of money set aside by the Smith-Hughes and George-Deen Acts for the preparation of useful employment. The funds may be used for the maintenance of adequate programs of administration, supervision, and teacher training. This money is also available for the development of vocational guidance, work-experience training programs for out-of-school youths, the training of apprentices, and for the purchase or rent of equipment and supplies for vocational instruction.

Smith-Hughes Act

The very great need for specific training programs as part of our public educational system was recognized publicly for the first time in 1917 when the celebrated Smith-Hughes Act was enacted. This was indeed a landmark in the development of public-school education for all the young people of the nation. This Act created a Federal Board of Vocational Education and authorized approximately \$6,000,000 for vocational-training purposes in agriculture, home economics, and trade and industry. It provided also for the training of vocational teachers and for the vocational rehabilitation of disabled civilians. States participating in the program were expected to match the Federal funds dollar for dollar.

The dearth of vocational business-training courses as related to trade and industry, com-

JACK R. NEILL
Miami University
Oxford, Ohio

pared with the relatively large number of agriculture and home-economics programs under this Act, is mute evidence of how we, as business educators, failed to accept this first invitation of the Government to provide special occupational instruction to meet the specific needs of our various communities.

Part of this hesitancy, however, may have been caused by the lack of specific appropriation of Federal funds for the office-training phase of business education. Nevertheless, it is true that in some localities Federal funds are expended for office training through the Trade and Industrial Education program. (If such a practice is permissible in some parts of the country, it should be elsewhere.)

George-Deen Act

The second major effort of the Federal Government to stimulate us to action in the development of vocational business training came with the passage of the George-Deen Act of 1936. For the fiscal year beginning July 1, 1937, and annually thereafter, \$12,000,000 was set aside for this particular type of education. Of this amount \$4,000,000 was allotted to trade and industrial subjects. In addition to this total appropriation, however, there was set aside \$1,200,000 for use in distributive-occupational subjects. The states were asked to match with state or local funds and annually thereafter 100 per cent of the Federal appropriation.

50 per cent of the appropriation until June 30, 1942
60 per cent of the appropriation until June 30, 1943
70 per cent of the appropriation until June 30, 1944
80 per cent of the appropriation until June 30, 1945
90 per cent of the appropriation until June 30, 1946

In distributive education the George-Deen Act provides for (1) Classes where instructors meet with salespeople on store time, and evening extension training that is available to all who are engaged in distributive occupations. These courses are offered only on request of the business people. (2) The high school co-operative part-time program, in which students work a minimum of fifteen hours a week in a distributive business and at the same time take

technical and related instruction pertaining to their job experience during school hours.

This school-and-employment program is worked out with the help of an advisory committee of merchants by the local co-ordinator. It is his responsibility to supervise the students on the job, correlate the work experience with school training, and make sure that the local distributive-education program for both adults and high school students meets the community needs.

Enrollment in distributive classes developed fairly rapidly during the first six years of the program. This development has been basically sound in that an ever-increasing number of new training centers have been established in the medium and smaller cities. This indicates that the small-business men have been reaping a good share of the benefits of this training. These are the people who were intended to receive the primary benefits from Federal expenditures under the George-Deen Act. It is usually the small businesses that fail because of poor merchandising practices; improper inventory and stock control records; and top-heavy delivery, credit, and collection costs. The failures of these smaller merchants, who lack training and the proper understanding of modern business practices, add a great deal to our costs and inefficiencies of distribution.

It is interesting to note that during the first years of distributive training the majority of class enrollments was composed of the regular sales personnel. During the war, however, classes catering to the needs of store owners, managers, and other such supervisory personnel became very popular.

Vocational Terminology

Distributive-occupations training under the provisions of the George-Deen (now George-Bardon) Act is limited to employed persons who are "directly engaged in merchandising activities or are in direct contact with buyers and sellers when: (1) distributing to customers, retailers, jobbers, wholesalers, and others, the products of farm and industry; (2) managing, operating, or conducting a commercial service or personal service business, or selling the services of such a business."¹

¹Statement of Policies for the Administration of Vocational Education, pages 66-67, U. S. Office of Education, Vocational Education Bulletin No. 1.

Vocational training for the two major groups of business occupations—distributive and office—falls into three classifications.

1. *Pre-employment training*, which is primarily devoted to developing the necessary initial skills, attitudes, and knowledge necessary for initial employment.

2. *Co-operative part-time training*—on a properly supervised work-and-school schedule—combines occupational training with correlated work experience in a business occupation. The Federally reimbursed programs appeal largely to the senior high school students. They must be employed fifteen hours a week and spend two periods a day in school in related instruction to their job.

3. *Adult extension training* is intended to improve the efficiency of the full-time business employee. It may train him more adequately for his present job or it may help him attain a higher level of employment.

Now, more than ever before, efficient office and distributive workers are essential, and proficient training is necessary. In every distributive, industrial, financial, educational, or governmental organization there is a wide variety of transactions that must be efficiently expedited through many channels before the final record is placed in the file and the merchandise reaches the ultimate consumer. This endless stream of records must be well kept, and effective business communications must flow smoothly and constantly. Efficient office operation is indispensable, not only in providing records needed by management in the formation of sound business policies but also in facilitating production and distribution.

It is a well-known fact that the ratio of office workers to other workers in various fields of employment has increased. There is much talk about the necessity of postwar expansion in the service industries. The increasing importance of business occupational training, the ever-increasing number of business employers and employees, and the limited number of training programs indicate both a great responsibility and a real opportunity for the schools to develop the type of vocational-training programs that office and distributive occupations now demand.

Look to the Future!

Business teachers in our postwar economy will find it necessary to extend their teaching beyond the four walls of their classrooms if

they expect to keep pace with the changing business world of which we should be a part. Both businessmen and school personnel have learned much from joint wartime experiences in occupational training. Business has come to realize and appreciate its part in the educational program. It has discovered that this involves more than just meeting an employment schedule. On the other hand, business educators are keenly aware of the opportunities that have been disregarded in previous years by depending too much on classroom facilities for training purposes.

To meet successfully the demands of our postwar economy, many high school pre-employment programs will require reorganization and adjustment to bring them into harmony with sound, fundamental, vocational principles. It is essential that the local training programs be definitely geared to the employment needs and opportunities of the community. Instruction for specific jobs should be based on a careful job analysis of the jobs in that community to be filled, and the standards of training should certainly meet with the local job requirements. The equipment needed to carry out properly such a program must be purchased; and last, but certainly not least, teachers must be adequately trained and occupationally competent.

It is well to remember that pre-employment training is aimed at preparation for initial jobs; it is not an end in itself. Further training is often necessary.

Co-operative part-time training is one of the most effective ways of preparing young people for initial employment. It places them in the actual job where they get the feeling of an occupational environment and atmosphere—yes, even the smell—of the real work situation. The trainee learns and develops much more quickly the necessary skills, attitudes, and habits that will enable him to excel in this particular position. The correlated classroom instruction, together with frequent conferences with the co-ordinator, stimulate and guide his continual development both as an employee and as an individual; and the gap between the school and the job is greatly reduced. Business training becomes realistic! It is purposeful!

The following quotation from a speech by Mr. Terry Wickham, superintendent of schools in Hamilton, Ohio, recently given be-

fore a group of school administrators in Chicago, shows that school administrators are realizing more and more the values of such training.

The high school which develops a program for making work experience available to its students will be transforming a traditionally disintegrating influence into a constructive asset. Traditionally, our pupils have *quit* school to go to work; under the proposed program they will *stay* in school to get work experience. The jobs at which they work may be inside the school or outside; school credit may or may not be given; wages may or may not be received—these matters are merely details of administration. The significant elements are but three: (1) that the school *plan* the program, (2) that the work be genuinely *useful*, and (3) that the school maintain effective *control* of the project.²

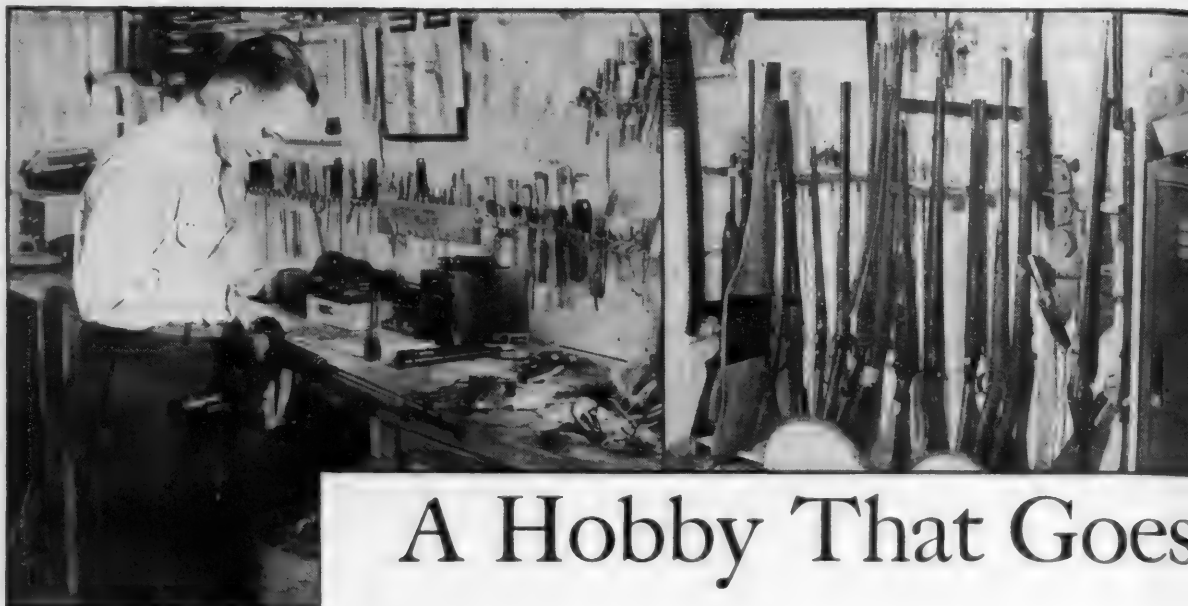
Co-operative training lends itself readily to the type of business instruction commonly offered by high schools. A successful program can greatly enhance the value of the school to the community by serving trade and industry with a source of trained part-time help that may later be available for regular employment.

During the war hundreds of business teachers gained valuable office and distributive experience as members of the armed forces, as teachers or supervisors of in-service training, or by obtaining employment in business during the war or throughout the school vacation periods. From this wartime experience has come a deeper understanding of business training problems, business practices and procedures, employment standards, and the knowledge and skills that lead up to store and office efficiency and understanding on the job. Why not let these experiences influence and guide us in constructively utilizing the Federal appropriations that are at our disposal in meeting the postwar business training needs of our local communities?

The development of the co-operative plan of business training in the past has never been equal to the need for such training. In the years ahead a considerable expansion in this area of training is anticipated. The Federal Government encourages it. Educators recommend it. School administrators ask for it. Businessmen are urgently in need of it. What are we going to do about it?

Remember—you can't legislate co-operative education!

²Terry Wickham, "Work Experience," *The American School Board Journal*, Vol. 112 (April 1946), 52.



A Hobby That Goes

Pictured, left to right: Mr. Damon in his well-equipped workshop putting a soldier's war souvenir in shape for safe firing; and a corner of the workshop, showing guns, pistols, and so forth, of many makes.

G. E. DAMON
Colorado State College of Education

BECAUSE my father was both a hunter and a wholesale-hardware salesman, corners in our house were always stacked with the latest models of many brands of firearms. The guns didn't stay there long. We would try them out and take them on the road for a demonstration. I became accustomed early in life to doing much of the demonstrating, my parent reasoning, "If the customer sees a small boy hit a penny across the street with a new gun, he will think it good enough to sell to a lot of other small boys." Understand, please, that shooting across the street in nearly any town we went to was perfectly all right in those days. Rabbits were not unknown to our Main Streets then.

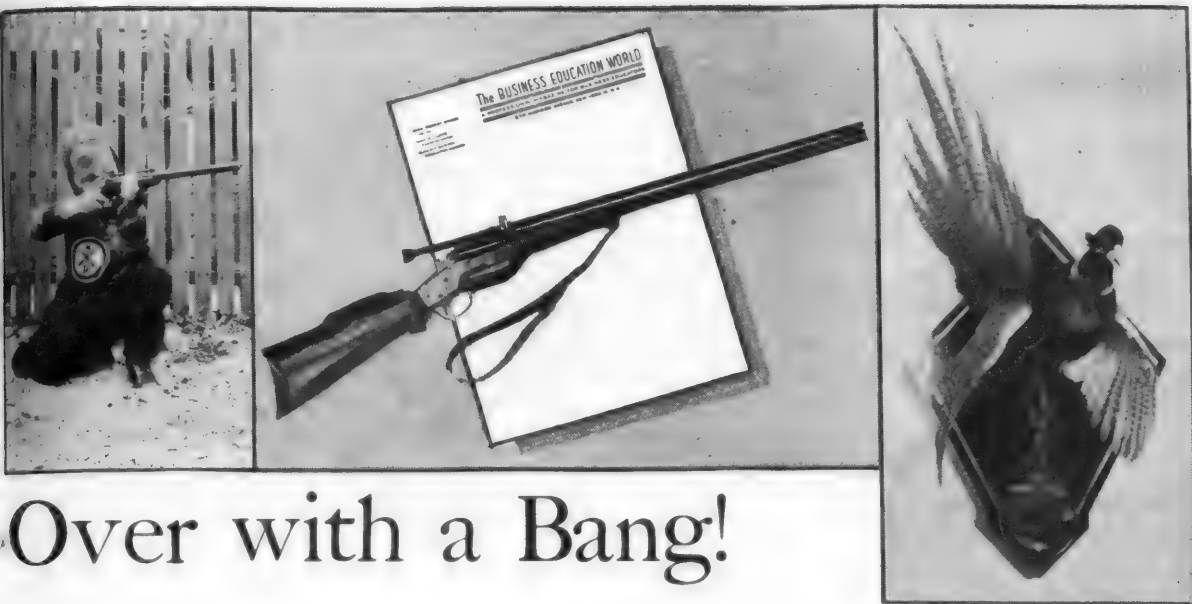
My own interest in firearms has branched out in many ways. I have accumulated some 1,300 cartridges, no two of which are alike. My workshop is visited regularly by those who want to inspect a war souvenir, fix the family shotgun, or learn how to make a new stock. I load most of my own ammunition, which allows me to shoot much more often!

As so often happens, this hobby has become firmly attached to my regular means of mak-

ing a living. Two years ago, a fourteen-year-old boy came to my classroom and informed me that he had just had a birthday, receiving a shotgun and a box of shells. His only difficulty was in learning how to *open* the gun, so he could shoot it! My immediate thoughts about his father were not too pleasant. Helping this boy with his gun troubles was the immediate forerunner of a high school class called, "Guns, Hunting, and Safety." The class offers full credit, lasts 60 hours, which includes 10 to 15 hours spent on a rifle range. An expansion to college-level students is being considered.

May I add that a considerable part of my gun collection consists of the ruptured actions, split barrels, and splintered stocks belonging to guns that gave up the ghost under abuse. The dried blood on some of the pieces is mute evidence of the folly of carelessness or ignorance with firearms!

When I have absolutely nothing else to do, I turn out miniature brass cannon, complete with ramrod and powder. They make very noisy desk ornaments!



Over with a Bang!

H. G. ENTERLINE
Indiana University

Pictured, left to right: Two of Mr. Enterline's products: son at age four, and specially-built miniature rifle; another Enterline-built miniature rifle, 20" long; and a trophy mounted by the author.

THERE was a time when I took rifle and pistol shooting, taxidermy, and photography very seriously. When one does this, a hobby ceases to be a hobby and becomes a strain. If I understand the purpose of a hobby, it is primarily "to relieve one's vocational burdens." I prefer, now, to remain a "ham." There is more fun in being a "ham" than in being a professional.

I hold rifle and pistol expert ratings, have shot in many local, state, and police matches—once in national competition—have collected a few dozen medals, a little cash, and several Thanksgiving dinners, and I am a life member of the National Rifle Association.

As a youngster, I made my first gun. I never quite got out of the habit. When my own son was two years of age, I designed and rebuilt two small rifles for him. Two of the photographs will give the reader some idea of the nature of these two small rifles. Both weigh about 2 pounds each and are about 20 inches long! In the illustration of one of the rifles will be observed some inlay work, a snakeskin sling, and a deerskin butt plate. The other illustration shows my son, at the

age of four, aiming his own specially built rifle.

At the age of three, he qualified as a marksman; at the age of six, as a sharpshooter.

Occasionally I make a gunstock, complete with checkering. I have served as coach in rifle clubs and have sponsored junior and senior clubs for over ten years.

Taxidermy is my other fascinating hobby. The hunter can preserve his trophies for all time. Many times, on shooting an exceptionally fine specimen, I have left the field immediately to return home to mount the specimen. My mountings include many specimens ranging in size from canaries to deer heads. The pheasant illustrated was shot on Long Island about ten years ago. It is not the largest bird I have shot, but is one of the most beautiful. Mounting him has preserved the incident also. I shot this bird early on a frosty morning. A bright red sun was just coming over the horizon. He rose into the sun and angled off to the north. The frost on his back and on his tail feathers glistened in the sun, shining like thousands of many-faceted diamonds. The bird now hangs over the fireplace. A hunter's memories!

Shorthand Prognosis

LOUIS A. LESLIE

THE whole problem of shorthand-aptitude testing is so encrusted with barnacles that it is difficult to see the problem itself clearly. Any consideration of shorthand prognosis falls naturally into three divisions: (1) The reasons for the lack of success of shorthand prognosis up to this time; (2) a re-examination of the problem; (3) a successful prognostic device based on the re-examination of the problem.

The history of shorthand prognosis indicates that it has been both useless and unused. The fact that it has been unused is partly due to its uselessness. No school could seriously pretend to base guidance decisions on an instrument so inaccurate as shorthand prognosis has been shown to be in the figures given by Osborne¹ and in the forty-four abstracts of prognostic studies given in Anderson's² dissertation.

Osborne gives a bibliography of fifty-eight items and presents, as the result of her own original study, coefficients of correlation of thirty variables, ranging from arithmetic to the identification of fruits. Osborne summarizes in tabular form the results of shorthand prognostic tests from 1917 to the date of her dissertation in 1943. Her final conclusion is:

None of the correlations between the shorthand criterion and single tests or between the criterion and combinations of tests is high enough to make prediction valuable except in the negative sense.
(Page 53)

One of the most extensive studies in shorthand prognosis is reported by Blanchard.³ This was a two-year study conducted with the

¹Agnes Elizabeth Osborne, *The Relationship Between Certain Psychological Tests and Shorthand Achievement*. New York: Teachers College, Columbia University. 1943.

²Ruth Irene Anderson, *An Analysis and Classification of Research in Shorthand and Transcription*. Indiana: Indiana University, August, 1946.

¹Clyde I. Blanchard, "Results of a Study of the Validity of the Hoke Prognostic Tests of Stenographic Ability," *The American Shorthand Teacher*, January, 1930.



"Miss Ames, didn't anyone ever advise you to drop stenography and take up modeling?"

collaboration of fifty-one high schools and colleges in twenty-six states. All the correlations are very low and some of them are negative.

The prognostic test used was directed largely toward the prognosis of success in shorthand (not transcription), and the achievement tests used were achievement tests in shorthand rather than in transcription. With our present knowledge of the psychology of shorthand learning, these results are exactly what would be expected; and it is easy to explain the reason for this complete failure.

Few public schools have been able to make such guidance decisions effective. The prevailing educational climate is such that the taxpayer's child is entitled to attempt whatever subject he desires regardless of the futility of the attempt. It is possible, therefore, that even a good shorthand prognostic test would not have been used extensively.

If a good shorthand prognostic device had been available, however, the guidance director's finding would have been proved correct so often that perhaps it would have been heeded more frequently in other cases. Before presenting such a device here, it seems desirable to discuss the reasoning and experience on which that device is based and some of the reasons for the record of failure in shorthand prognosis so clearly demonstrated by Osborne.

The first error usually made is the attempt to devise a test to predict the pupil's aptitude for shorthand itself. This error is the result of ignoring the fact that we do have a preselected group. The shorthand prognostic test is usually applied to pupils in the tenth year because shorthand is generally given in the eleventh year. The tenth-year group is not composed of newborn babies or is it composed of untutored Hottentots in a state of nature. The tenth-year group is composed of high school pupils. They have learned the English language. They have learned to write long-hand. They are tenth-year pupils in good standing, with at least a fair possibility that they will be passed on into the eleventh year. They may not be brilliant pupils, but at least they are not so bad that they have been rejected completely in the first ten years of the educational system.

Therefore, they form a preselected group, a group that has demonstrated its ability to learn other and more difficult language-art subjects.

There is certainly no value in devising a prognostic test to predict the possibility that a pupil has an ability or aptitude that we already know he has. Any pupil who has learned to read and write the English language on a tenth-year high school level has already given indisputable proof of his aptitude for learning shorthand. By learning shorthand is meant, of course, learning the shorthand symbols and outlines well enough to record dictation at 100 words a minute and to read it back satisfactorily.

No willing, co-operative, high school pupil, properly taught, can possibly fail to learn shorthand. If a high school pupil fails to learn shorthand, it is definitely because he is not willing to learn shorthand or because he is not co-operating by doing the homework assignments or because he is not properly taught.

It must be remembered, too, that the pupil's co-operation or lack of co-operation in performing homework assignments very often depends largely on the skill and competence of the teacher. If students in general fail to co-operate in the preparation of homework, it is usually a sign that the teacher is not teaching the subject skillfully and enthusiastically. The

only exception to this is likely to be the lad who wants to be a truck driver or a plumber but who has been pushed into shorthand against his will. Sometimes even such a lad can be salvaged by the skillful teacher.

Although the preselected tenth-year high school pupil, willing and co-operative and properly taught, cannot possibly fail to learn the art of shorthand, it may be completely impossible for him ever to become a stenographer because of the lack of the right type of English background. Unless the learner can eventually learn to produce mailable transcripts at a commercial rate of speed, his knowledge of the art of shorthand is of no value to any employer.

Any tenth-year pupil, therefore, has already demonstrated sufficient language-art aptitude to guarantee his ability to learn shorthand. He has not demonstrated his desire or will to learn shorthand nor his co-operativeness in the learning of shorthand. There is no known method of measuring the pupil's will to learn.

When a high school pupil fails to learn shorthand, it must be because the pupil is unwilling to learn (this is rare, but it does occur) or unwilling to co-operate in the learning process (which is the commonest cause of failure) or because of poor teaching.

The second error is that of basing correlations on school grades in shorthand or on the

administration of purely shorthand tests.

For the reasons already explained, grades based on simple tests of shorthand (not transcription) tell us nothing except that a certain percentage of the pupils are unwilling or unco-operative or that the teacher is unskillful. This is the explanation of the erratic figures and lack of significant correlations shown by Osborne. If a prognostic device is to yield figures of any validity, the device must be designed to measure some factor in the situation that is not materially affected by the student's will to learn and must be planned to provide a prediction of the likelihood of passing a pre-determined and valid achievement test.

When school marks are used for purposes of establishing correlations, there is no certainty at all that identical tests are used; and, unless identical tests are used, the pupils are being measured with an elastic yardstick.

The prognostic test should predict the nature and amount of remedial work required to produce success rather than be allowed to predict failure or success.

In the opinion of this writer, the only valid test is a predetermined transcription test in which there is close control over the amount of material dictated, the speed at which it is dictated, the difficulty of the material, the percentage of mailability required, the speed of transcription required.

If at least these five items are not rigidly controlled, the final test means nothing. The slightest variation in any one of the five items will change the results achieved and hence invalidate any correlations that may have been obtained. The exact level at which each of these five items is established will have a strong influence on the percentage of pupils to pass the test and, therefore, will influence the correlations obtained. There are other minor factors involved, but these five at least must be rigidly controlled if any prognostic test is to give us a valuable predictive effect.

The third error is the disregard in most cases of the school circumstances surrounding the learning process.

A prognostic test that does not take into consideration the teaching circumstances must be said to exist in a vacuum. It is ridiculous to suppose that any prognostic test can have any validity whatsoever if it is applied to pupils now and tested two years later without any consideration of what has happened in the meantime.

For instance, the high school pupil needs approximately eighty periods of transcribing at the typewriter for the attainment of minimum commercially satisfactory transcription results. This minimum number of eighty periods should be concentrated in the last semester before the student leaves school. The transcription teacher should have one period a day in a shorthand room and another period the same day in a typing room. Apparently hardly more than 50 per cent of American transcription teachers have that favorable setup.

Ample supplies of good quality must be made available. There must be some reasonable standard of entrance speeds for shorthand and typing below which pupils will not be admitted into transcription classes. These are at least the most important learning factors that need consideration in the application of a prognostic device. Norms given for any prognostic device can be valid only as they are correlated not only with achievement-test results but also with these other factors.

Obviously, the pupils who have had more teaching or better teaching or teaching under more favorable circumstances will normally do better than those who have not had the benefit of these advantages.

The fourth error seems to have been a disregard of the really important factor in shorthand-achievement testing. As has already been suggested, the learning of shorthand is similar to the learning of the native language except that it is much easier. The willing, co-operative pupil, properly taught, cannot fail to learn shorthand in the sense that he can record the spoken word and read it back exactly as it is spoken. What he cannot do in many cases is to record the spoken word and translate that shorthand record into a typewritten record because, in making the typewritten transcript of his shorthand notes, he must add many things that were not dictated. That is where the failure comes, if it comes. The transcriber is unable to add the conventions of written English that must be added in turning shorthand notes into a typewritten transcript.

This failure, however, should not be confused with failure to record and read back the shorthand itself.

For a moment let us examine an analogous case that may clarify the shorthand. Let us suppose that a dictator dictates, "Eight times seven, seven times twelve, four times nine . . .," for five minutes. The instructions to the transcriber are that the correct products are to be included in the transcript. The correct transcript of this dictation would, therefore, read, " $8 \times 7 = 56$, $7 \times 12 = 84$, $4 \times 9 = 36$. . ."

Any second- or third-grade child could take that dictation. A good many high school pupils would fail to make the type of transcript indicated if the transcript were to be rejected unless it were finished within a given number of minutes.

Thus, the second-grade child can write down from dictation "Eight times seven"; but he might not be able to make a "mailable transcript" because he probably could not fill in the missing part. Similarly, the high school pupil may learn shorthand well, may take the dictation and read it back, but be unable to fill in the missing conventions of written English or at least be unable to fill them in rapidly enough to be commercially usable.

(To be concluded next month)

A quick review of a pertinent investigation

made by

DR. EARL CLEVINGER
University of Oklahoma
Norman, Oklahoma

Collegiate Offerings in Business Education

THE NATURE OF THE RESEARCH • In order to learn how many collegiate courses in business education are being taught, where they are being taught, and by what department they are being taught, a postal-card questionnaire was addressed to 700 colleges and universities. Replies were received, at the time this study was compiled, from 505 of these schools. Of the respondents, 61 indicated that they gave no business-education courses. The analysis in this report is based on the replies of the 444 schools that do offer some business-education studies.

These 444 replies are further broken down in the tables that follow into three groups: Group A from 92 teachers colleges, Group B from 16 Negro colleges, and Group C from 336 other colleges and universities.

[NOTE: In the tables that follow, the figure in the first column under each group represents the number of schools.]

DEGREE OFFERINGS • To what extent are business-education curricula given for degrees?

	Group A		Group B		Group C	
Baccalaureate	83	90%	13	83%	236	70%
Masters (major)	5	5	0	0	24	7
Masters (minor)	5	5	0	0	24	7
Doctorate (major)	0	0	0	0	7	2
Doctorate (minor)	0	0	0	0	10	3

METHODS COURSES • Is undergraduate methods training given in separate subjects or in one combined business-education-methods course?

	Group A		Group B		Group C	
Separate course	36	39%	4	25%	55	16%
Combined course	65	71	12	75	187	56

ADMINISTRATION • Which department (or, in the case of universities, which school) administers the business-education training program?

	Group A		Group B		Group C	
Education	9	10%	3	19%	20	6%
Business Adm.	21	23	5	31	125	37
Jointly	9	10	3	19	89	26

SPECIFIC COURSES • To what extent are courses given in specific subject matter?

	Group A		Group B		Group C	
Accounting	92	100%	15	94%	326	97%
Business Corres.	67	73	7	44	153	46
Business Law	90	98	12	75	198	59
Business Math.	76	83	8	50	177	53
Advertising	49	53	2	13	177	53
Distributive Ed.	41	45	0	0	45	13
Economics	89	97	10	63	314	93
Shorthand	92	100	11	69	278	83
Statistics	44	47	2	13	224	65
Typewriting	92	100	12	75	283	84

ACCREDITATION • Because some colleges and universities offer shorthand and typewriting on a restricted basis, sometimes without credit toward graduation, we asked specifically if the schools gave credit toward graduation for these two courses. Of those schools that offer the courses, all but 14 of Group C give credit for shorthand, and all but 30 give some credit for typewriting.

NUMBER OF COURSES • Of the ten specific courses named in the preceding table, how many are taught in each school? Because the replies were not clear, only a partial count could be obtained; so the following table is suggestive only.

	Number of 129 Teachers Business Colleges		18 Negro Colleges		346 Other Colleges and Universities	
Courses						
None	37 ¹	29%	2	11%	22	6%
1	3	2	0	0	5	1
2	2	2	0	0	14	4
3	1	1	2	11	18	5
4	6	5	1	6	21	6
5	6	5	3	17	37	11
6	14	11	1	6	64	19
7	22	17	2	11	46	13
8	27	21	5	37	54	16
9	8	5	0	0	50	15
10	3	2	0	0	15	4

¹Of the 37 teachers colleges that offer no business subjects, half were located in Wisconsin and Pennsylvania, where each state teachers college specializes in certain subject fields and is restrained from offerings outside that specific specialization.



THIS article is the sixth in a series of articles in which the basic skills in business arithmetic are presented.

Stocks and Bonds. Discuss briefly the corporate form of business organization—how it is organized, how operated, how ownership is represented. Distinguish between common and preferred stock. Compare stock and bond ownership in a corporation from the point of view of safety, yield, salability, and management.

Emphasize the fact that, while a bond represents a loan to the corporation, usually secured by the property of the corporation, a certificate of stock represents ownership in a corporation, unsecured. A bond, therefore, is considered a safer investment than the stock of the same company.

Explain that dividends are paid on stock on the basis of a fixed rate per cent of the par value in the case of par-value stock and a definite amount per share in the case of non-par-value stock.

Commission should not be figured on purchases or sales made by a broker on his own account. Federal and state taxes, however, should be included in computing proceeds from the sale of stock. When a broker buys and sells stocks and bonds for a customer, he charges a commission fee for both the purchase and the sale.

When bonds are purchased after the interest date, the seller is entitled to the amount of interest that has accrued on the bonds from the last interest date to the date of purchase. This accrued interest will be paid to the purchaser on the next interest date.

The accrued interest on bonds is computed by the banker's 60-day interest method for exact time on the par value of the bonds.

A Federal transfer tax of 50 cents per \$1,000 par value is charged the seller of all bonds.

What Shall We Teach

R. ROBB

The value of the subject of stocks and bonds may be shown by explaining their place in our social and economic structure. Private business enterprises, municipalities, and the Federal Government borrow money on bonds. Big business, desiring the protection and benefits of the corporate form of business organization, obtains working capital by selling ownership interest in the corporation in the form of capital stock. They borrow money on long- and short-term notes or bonds. Government agencies, both domestic and foreign, use bond issues as a means of obtaining funds for special projects, to meet emergency measures, and for operating expenses.

Private individuals seeking comparatively safe investments, at fair returns, buy preferred stocks and guaranteed bonds.

Students should be encouraged to bring to class blank or canceled stocks and bonds so that the discussion may be made more real. If these are not available, the teacher should attempt to obtain these forms and pass them among the students for illustrative purposes. The stock and bond pages of newspapers should be brought to class for explanation and discussion. The subject should not be left until every student can read intelligently the financial page in the newspaper.

Insurance. The arithmetic of insurance is merely an application of the fundamental operations, of fractions, and of percentage.

An insurance company will never pay more than the actual loss suffered by the insured, nor more than the actual amount of insurance.

It is advisable, in the class discussion on the indemnity or compensation received by the insured from the insurer, to emphasize the causes responsible for losses collectible under a fire insurance policy, namely:



December, 1946

Business Arithmetic?

SENBERG

- a. Losses due directly to fire.
- b. Losses due to water used to extinguish fire.
- c. Losses due to preventive measures taken to prevent the spread of fire, as dynamiting or water-soaking of property.

It is a common practice among fire insurance companies to allow lower premium rates on policies running for two or more years. Thus, in insurance for a 2-year period, the rate is usually $1\frac{3}{4}$ times the annual rate; in a 3-year policy, the rate is $2\frac{1}{2}$ times the annual rate; for a 5-year period, the rate is 4 times the annual rate. This principle of lower premium rates on long-term policies should be emphasized by the teacher, and the advantages to the insurer and to the insured should be explained.

If the amount of insurance carried on property under a coinsurance-clause policy or an 80 per cent average clause policy is equal to or more than the value of the property, the full fire loss may be recovered from the insurance company.

Some of the factors that help determine insurance rates should be stressed. Among these are:

- a. The fire risk of the property insured as determined by its construction and use.
- b. The efficiency and proximity of fire-fighting equipment.
- c. Fire losses during preceding periods.

The student should understand clearly the three more common forms of fire insurance policies and the arithmetical computations involved in determining rates, premiums, indemnity, etc.

Under an ordinary fire insurance policy, the insurance company will compensate the insured for any fire losses up to the amount of insurance carried.

Under a coinsurance-clause policy, that part of the loss is paid by the insurance company that the insurance carried bears to the value of the property. This type of policy is based on the premise that the insured is a coinsurer with the insurance company if the property is insured for less than its actual value. The difference between the value and the insurance is assumed to be the insured's personal risk. Of course, if the insurance carried is more than the value of the property, only the actual fire loss will be paid.

In solving fire insurance problems based on the coinsurance-clause policy, the following formula should be used:

$$\frac{\text{Insurance}}{\text{Value of Property}} \text{ of Loss} = \text{Amount paid by Insurance Company, or } \frac{I}{V} \text{ of } L = A$$

The amount of indemnity paid the insured by an insurance company under a policy containing an 80 per cent average clause is computed as follows:

The insurance company will pay that part of a loss that the insurance carried bears to 80 per cent of the value of the property.

The 80 per cent clause in a policy does not mean that only 80 per cent of the value of the property is the maximum amount collectible. If the property is insured for its full value, the full amount would be collected in the event of a total loss. This type of policy only provides that not less than 80 per cent of the property be protected by insurance, and that the insured must bear the difference between the actual insurance carried and 80 per cent of the value of the property. Here, as in the other two types of fire insurance policies, no more than the actual loss nor more than the actual amount of insurance carried can be collected.

In solving fire insurance problems based on

the 80 per cent average clause policy, the following formula should be used:

$$\frac{\text{Insurance}}{80\% \text{ of Value of Property}} \text{ of Loss} = \text{Amount}$$

paid by Insurance Company, or

$$\frac{I}{80\% \text{ of } V} \text{ of } L = A$$

If a policy on which the premium has been paid for one year is canceled by the insurance company, the company will retain only the proportion of the annual premium that the expired time bears to the entire time.

If a policy on which the premium has been paid for one year is canceled by the insured before the expiration of one year, the difference between the premium paid and the amount charged according to the standard short-rate scale for computing premiums for terms less than one year is the amount returned to the insured.

When property is insured for a period of less than one year, the premium is based on the standard short-rate scale and is computed in exactly the same manner as the insurance premium retained by the company is computed

if a one-year policy is canceled by the insured before the expiration date.

If a policy is canceled by the insured before the expiration of one year, the compound-time method is used in computing the number of days during which the policy has been in force. The exact-time method on the basis of a 365-day year is used if the policy is canceled by the insurer.

The importance of the subject of insurance is reflected in the feeling of confidence and security instilled in people by the financial protection afforded by insurance. Insurance plays an important part in the everyday life of the businessman, of the housekeeper, and of the homeowner. It provides against sudden disaster and financial ruin due to fire. The class discussion based on the meaning and kinds of insurance, its value and uses, may be supplemented by displaying canceled policies and other insurance literature obtained by the students from their parents, friends, businessmen, and local insurance agents. A study of these papers and their significance in his everyday life will help develop in the student an interest in insurance and in the local conditions that influence changes in types, rates, and rules pertaining to insurance policies.



The Duplicating Process

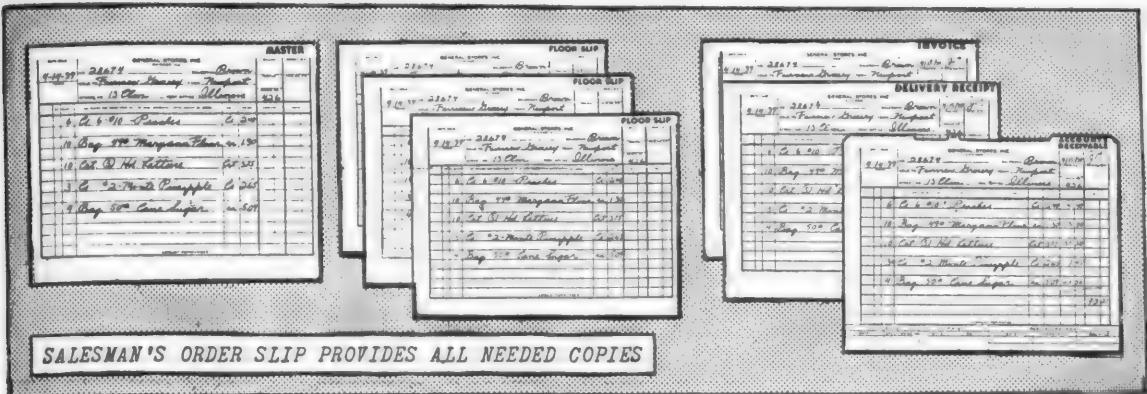
The Hectograph in Office Systems

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Fourth of a series of contributions
about duplicating-process problems.

INSTRUCTION in hectograph duplicating machines that touches on the preparation of a master copy and on the operation of the simple machine only is not enough. The student should become acquainted with the applications of the hectograph process to clerical routine and to office systems. Many large offices use this process for preparing the forms used

in their order writing, invoicing, requisitioning, accounting, manufacturing, and pay-roll procedure. These uses go far beyond the duplication of simple announcements for the school office. Too many students go to work in offices without a knowledge of the origin and function of common business forms and the flow of work, of principles for and prac-



The salesman writes his order in hectograph ink on a hectographed form. From this original, all needed copies are run off in the office.

tices in planning business forms, and of the functions of special forms.

To be complete, even a brief course in duplicating processes should include production of forms suitable for at least some office usages.

Pencil Order System

Three simple ways, for example, in which hectographing is applied to business procedure would be:

Example 1. A salesman in the field writes his order with a hectograph pencil or with hectograph fountain-pen ink on an order form printed in hectograph ink. The salesman mails in the order. This order blank, after it has been received by the home office, is inserted in the machine, and enough copies are run off to serve as floor slips, invoices, delivery receipts, and ledger or bookkeeping notices. After the order has been filled, the invoice and bookkeeping copies are extended with ordinary pencil and carbon paper.

Example 2. The salesman writes his order with hectograph pencil or ink on hectograph forms, as in the first example. When the form is received in the office, the order is filled from the master copy; then the extension is made on the master with hectograph pencil. From the modified master, copies for invoice, delivery receipt, and ledger or bookkeeping purposes are reproduced.

Example 3. A variation of Example 2: On receipt of the order blank at the office, floor slips are reproduced. After the order has been filled, the same master (saved after making the necessary number of floor slips) is priced and extended with hectograph pencil or ink and again taken to the duplicator to re-

produce invoices, delivery receipts, and ledger or bookkeeping copies.

These examples illustrate the flexibility and adaptability of the method.

Use in Pay-Roll Procedure

Every employer is required to keep and preserve accurate, dependable pay-roll records. There are several efficient methods using the basic hectograph principles; for example, constant data are placed on a master sheet by typewriter, addressing machine, or print, with hectograph ink. At each pay-roll period, additional current information may be added to the master, and copies made as necessary.

Outstanding of the pay-roll plans using hectograph process is the Summary Master Pay-Roll Plan—the simplest and the fastest plan. Steps in this plan are:

1. The summary master is prepared: names and numbers of employees are typed or addressographed onto the sheet. Reproducible inking is obtained through the use of hectograph ribbon. Next, the hours worked, the basic rates of pay, the gross earnings, all deductions, and the net pay are recorded on the master sheet with hectograph pencil.

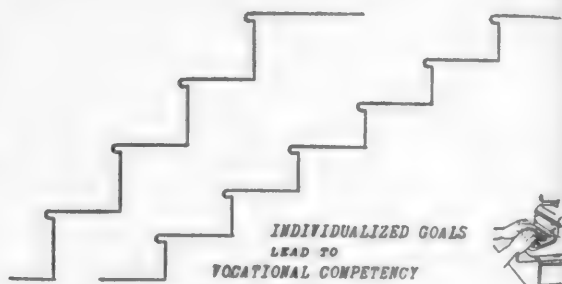
2. The summary master copy is used to reproduce summary copy, pay-roll checks, and earnings records. As many as twenty-eight checks or earnings records may be reproduced with one sweep of the carriage.

3. At the end of each pay-roll period, the earnings records made from the summary master are separated and filed by employee number in file jackets. Each quarter, the earnings are totaled and posted to the jackets.

(Next month: Questions and Answers)

Our Problems in Advanced Typing

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PROBLEMS in advanced typewriting classes are particularly acute where students enter with widely varying ability and with training periods ranging from one semester to two years. While considerable material is available to help the teacher of elementary typing, there is little that gives specific methods of stimulating student work in advanced typewriting. In this article, some of the problems of advanced classes will be discussed, and a method for overcoming these difficulties will be explained.

Problem of Setting Standards

One of the most trying problems in advanced typewriting is the difficulty in setting achievement standards. The speed standard on straight copy overshadows many other equally important phases of typing skill. Almost every school has a definite requirement for speed and accuracy on timed writings: on the secondary level, the state course of study generally sets such a standard; in colleges, the standard is usually set in the school catalogue. Some of this undue stress is caused by the common practice of stating specific standards for speed and following the statement with generalized remarks about productive skills. In such instances, the only standard that is definite is the speed. The speed set, therefore, tends to become the minimum requirement for the course, and other abilities are *assumed* to be developed if the student does the daily work assigned and compares favorably with his classmates on tests.

The development of vocational proficiency is the main objective of any advanced typewriting course; so, standards should include specific achievement rates for every phase of typewriting that is taught. Failure to set

standards on production is not surprising in view of the difficulties that arise in determining what should be considered satisfactory performance in such skills as letter setup, tabulation, and addressing envelopes. Finding an authoritative source giving such standards is almost impossible. Where standards for a specific skill are discussed, the author usually fails to make the exact requirement clear: he may state that students should have a letter-typing rate of 30 to 40 words a minute, or a certain per cent of his straight-copy rate, but fail to designate whether the letters used are to require changes in margins, whether envelopes are to be addressed and carbons made, and whether the count of words in the letter is to be given to aid the student in placement. All these factors affect speed and should be considered.

The practice of making standards look good in school publications gives rise to another difficulty. Sometimes officials place "ideal" standards in their published materials. When that is done, standards mean nothing. Minimum standards are also unsatisfactory as student goals, although they are helpful to the teacher. A standard is most useful when it is set as a guide for the average student.

The Problem of Student Interest

More ingenuity on the part of the teacher is required to maintain student interest in the advanced class than in the beginning class. The student who comes to advanced typing knows whether he is a superior, an average, or a poor typist; he does not have much hope of changing his status. In the college class, the difficulty in arousing student interest is even greater than in high school, because college students do not respond to many of the moti-

vating devices that can be used effectively on the secondary level.

Whether in high school or college, however, the student must be motivated to increase whatever speed and accuracy he has at the beginning of the course and to develop expert technical skill in production work. If he is typing at 70 words a minute, he must not be allowed to think that he has reached his goal; if he is typing at 40 words a minute, he must not be permitted to become discouraged. The development of skill in letter typing, addressing envelopes, typing tabulations, filling in blank forms, and so on, must be stimulated—and it can be—*by giving the student a definite goal for each, and by encouraging expert accomplishment above these goals.*

The Problem of Tests

Devising tests that are fair measures of achievement in typewriting is difficult. The usual type of performance test that is given at the end of the grading period serves to rank the class according to ability but does not serve as a measure of the student's typing competency. If the class average is high, the individual student's score is lowered. If the test comes on a student's "off day," his score is heavily affected. Although performance tests have a place in typing, just as in any class, they should be considered in grading for exactly what they are—a means of ranking the class from highest to lowest on a particular day—and should not be given undue weight as a measure of a student's vocational typing ability.

To measure vocational competency adequately, tests covering each productive application should supplement the ordinary achievement test. By the use of a series of similar tests, a student is given several opportunities to demonstrate that he has developed adequate ability to do a specific typing job. Also, he is thereby given more than one chance to improve on phases that are revealed as weaknesses in the preceding test. In this procedure, tests motivate, diagnose, and teach, as well as measure achievement.

The Problem of Grades

Grading in advanced typewriting is also more complicated than it is in the elementary class. Grades in advanced typing should be based on a weighting of the excellence with

which the student meets all the course requirements. In other words, grades should be based on the student's speed and accuracy on straight copy; on his improvement from the beginning of the course; on his dependability in fulfilling assignments and following directions; and most heavily, of course, on his ability to do vocational typing.

Speed grades are unfair in the advanced class unless a means for grading improvement is found. A student should not receive an A in the course because he could type 75 words a minute when the course started. On the other hand, grading improvement is difficult because it is harder to improve at high levels of speed than at lower levels.

In grades, as in standards, too much emphasis has been placed on straight-copy work, and too little stress has been placed on proficiency in other typewriting skills. The use of student work on textbook exercises and tests, administered at the end of each grading period as the basis for grades on proficiency in production jobs, is responsible for much of the lack of emphasis placed on vocational typing. Counting work on textbook exercises as production work and grading it as such are undesirable when students are allowed to work on assignments outside of class. If assignments are done outside of class, grades on the work are more nearly a measure of such character traits as perseverance, carefulness, or neatness than of productive ability; for, without timing and observation, no one can tell how many attempts were made on each exercise before the final copy was completed.

The Problem of Student Attitudes

Because enrollment in advanced typing is justified only for students who plan to use it vocationally, production work must be acceptable according to office standards without further correction. The advanced student must feel that a stenographer is supposed to be an expert in all matters pertaining to typing and that the stenographer is expected to detect all errors made. Therefore, to correct the tendency toward carelessness in proofreading and lack of pride in the general appearance of work, performance standards must require not only adequate speed but also absolute accuracy and artistic arrangement in the final result. Slightly poor erasures might be allowed to pass if they are not untidy enough

to require retyping; but, when production work is being done, a single uncorrected typographical error, poor centering, or improper arrangement should disqualify the paper for credit.

Part of the student's lax attitude in regard to production work may be caused by certain practices in the training program. Deducting a certain percentage for an uncorrectible error and a slightly lower percentage for a correctible one is justified only on tests given for the purpose of ranking the class and should be the exception rather than the rule. When a student receives an *A* or even a *B* on work with uncorrected errors, certainly his attitude that work containing errors would be considered acceptable in business is understandable.

Mistaken student attitudes also come from reasoning that, because in letters, in tabulations, in stenciling, and in manuscript and legal work, accuracy and form are, of paramount importance, speed should not be forced by the use of a timing device. This reasoning is erroneous, as it is almost impossible for an office typist, particularly a beginner, to do any of the jobs just mentioned without a feeling of pressure. Usually the student feels that the person who does the work best and in the shortest time will be hired, will be promoted. He becomes obsessed with the idea that he must finish quickly. Although the feeling of pressure comes from nothing more than the desire to excel, the pressure for speed is there; and, unless the student is trained to keep calm in spite of this feeling, he will proceed to do his work without adequate planning. Warning the student to keep calm in such a situation is not enough; he must have drill and training. The timing device is the one means available for use in the classroom which will duplicate, to some extent at least, the feeling of pressure that is always present in trying out for a new job.

A Solution: "Hurdles"

The use of standards and individual improvement goals in the advanced typewriting class has proved to be effective in solving most of the problems just presented. The plan requires the preparation of a Handicap-Hurdle Sheet, which is simply a duplicated list of all the standards for the course, with space provided for setting and recording individual im-

provement goals, known as *handicaps*. The hurdles are grouped according to the skill involved, and each is followed by a space for scoring points allowed when the standard is met.

The first group of hurdles deals with speed and accuracy development on straight copy; the second, with letters and related applications; the third, with stencils; the fourth, with tabulation; the fifth, with manuscript and legal typing; and the sixth, with assignments and tests. Each hurdle is a specific statement of the level of accomplishment expected by the average student, but in each case provision is made for awarding extra points for surpassing the standard set.

The advantages in the use of the hurdle plan might be summarized as follows:

1. The plan requires that standards be set for all types of production work, as well as for speed and accuracy, and thereby places great stress on vocational ability.
2. The plan arouses student interest because it places specific standards for him to use as achievement goals and gives credit for exceeding both individual and course standards.
3. The plan keeps students who are adequate copy typists but inferior in production work from finishing the course without their specific weaknesses having been discovered.
4. The plan tests each skill separately and not as a part of a comprehensive test. In this way, exact weaknesses are more effectively uncovered.
5. The plan requires that a series of several tests be designed according to very specific standards to cover each of the hurdles. The student is thus given several opportunities to demonstrate ability to do a particular job.
6. The plan provides a satisfactory basis for grades.
7. The plan, by rejecting all production work that has any typographical error or that is not neat in appearance, makes the student realize that inaccurate or poorly arranged work is always unacceptable in business.

In view of these advantages, the hurdle plan merits a closer examination.

NOTE: Next month, Mrs. Humphrey will explain in detail how the hurdle plan is applied to the development of speed and accuracy in straight-copy typing.—Editor

The BUSINESS EDUCATION WORLD

PROFESSIONAL NOTES

NEW INSTITUTE • The National Office Management Association, long an active supporter of programs for improving office training in our schools, will soon extend its cooperation into the teacher-training field. Objective: to give teachers a comprehensive view of office-management problems.



HUGH A. WICHERT

Speaking before the business teachers of the Nebraska Education Association, Hugh A. Wichert, NOMA's national chairman for education and office manager of the Fairmont Creamery Company, of Omaha, announced that the first NOMA sponsored Institute on Office Management will be held at the 1947 summer session of the University of Tennessee under the direction of Dr. Benjamin Haynes.

The Institute, designed for both teachers and office managers, will be pointed primarily toward teacher interests. It is expected that this institute will be a forerunner of a number of such programs to be staged next year in many parts of the country.

In Denver, too, the NOMA, jointly with the University of Colorado, will sponsor special conferences between teachers and office managers when the annual Business Employer-Business Teacher Conference is held during the first term of the summer session of the school. The University has already inaugurated a course in office management and administration and has opened enrollment to business teachers.

NEW JOURNAL • The new magazine that the United Business Education Association will begin publishing in March will be named *The U.B.E.A. Journal*. Editor: Dr. Frank Dame, of Bloomsburg, Pennsylvania, State Teachers College.

BOOSTERS • Four more groups have joined the help-the-teacher movement:

1. The Carnegie Foundation for the Advancement of Teaching acclaimed the college

teacher as the forgotten man, saying that in all the discussions about college facilities too little interest has been shown in the quality of teaching. Spokesman was President Oliver C. Carmichael, head of the Foundation.

Better pay, he said, is essential; but he lists other ways of stimulating college teachers to do a better job: "lighter teaching schedules, less committee work, sabbatical leaves, opportunity to attend scientific and learned societies, time off for research, travel allowances . . ."

2. The Citizens Federal Committee on Education recently took its first official action: sponsorship of a series of reports, "The Teacher in America," to be issued in 1947. Distressed by the mass teacher exodus, the organization hopes to promote higher salaries and greater public esteem.

3. The American Federation of Labor has issued a public statement decrying the inadequate salaries. Said A. F. of L. President Green to the seven million A. F. of L. membership, ". . . the American Federation of Labor will not pause or cease its efforts until justice is done the teachers. . . ."

4. The American Legion at its San Francisco convention pledged to give "continuous and vigorous" support to adequate teacher salaries. The teacher shortage, the Legionnaires pointed out, is a threat to national defense because it undermines the education of children and, in turn, endangers individual competence.

VOICE TYPERS • Warning for typing teachers: the Army Signal Corps, it is reported, has the secret of a German-developed typewriter that takes dictation, transforms the sounds into impulses, and types the dictation automatically.

IDEAS • District of Columbia public schools are buying movie projectors and phonographs with funds realized from sales of salvage paper. Sixteen tons of paper, collected by "pupil paper-troopers," pays for one projector.

Pupils in the Springfield, Oregon, high school created and distributed to their parents 3,000 copies of an activity calendar. The calendar lists school plays, games, dances, and other pupil activities. "It sells school patrons on the idea of supporting school functions," says Principal Owen Sabin.

ARTYPING CONTEST • JULIUS NELSON's ninth annual jamboree in artistic typicturning will soon get under way. Closing date for the 1947 contest is April 28.

This year Mr. Nelson is allowing complete freedom of materials and subject matter. As long as the contestant's picture is made on a typewriter, he may use any make of machine, any color of ribbon or carbon paper, and any size of paper. Pictures may range from intricate border designs to reproductions of photographs.

Last year's entries numbered over 3,000, verifying Mr. Nelson's opinion that picture-making on a typewriter is a growing hobby in America. (See the December B.E.W. for a description of Mr. Nelson's own interest in artyping as a hobby.) As his part of a one-man campaign to stimulate interest in this hobby, Mr. Nelson dangles numerous prizes and awards before his contestants: a portable typewriter for first place; books, fountain pens, medals, plaques, and certificates, as other honors.

Last year, the first prize, a portable typewriter, was won by MRS. ETHEL QUICK, business teacher at Gray Ridge (Missouri) High School. Ten received medal awards:

Betty Fauller, Gray Ridge (Missouri) High School; R. J. Belanger, Biddeford, Maine; Erma Buckman, St. Paul's Indian Mission, Hays, Montana; Katherine Spratt, Sheffield (Illinois) High School; Camilla Jackley, St. Joseph's High School, Ashton, Iowa; Rosemarie Ladish, Ward High School, Kansas City, Kansas; Sister M. Justine, O.S.B., St. Joseph's Orphanage, Lisle, Illinois; Doris Hamel, Holy Rosary High School, Rochester, New Hampshire; Wilma Dieckmann, Keyesport, Illinois; and Lorraine Gauthier, Holy Rosary High School, Rochester, New Hampshire.

Holy Rosary High School, with two medalists, also won the school trophy for the best group of twenty or more entries.

Additional information about the contest may be obtained directly from Mr. Nelson, 4006 Carlisle Avenue, Baltimore 16, Maryland.

SALARY SALESPPOINT • Argument for raising teachers' salaries is the Bureau of Labor Statistics still-rising index of consumers' prices: it advanced 1.7 per cent between mid-September and mid-October, to 148.4 per cent of the 1935-1939 average.

The index is now 18 per cent above a year ago. Two-thirds of this increase has occurred since June. Compared with a year previous, food costs in December were up 29 per cent; house furnishings, 14 per cent; and clothing, 12 per cent.

Organizations

NABTTI • If the NABTTI can solve the problem it will undertake at its next convention, there should be a record attendance. Meeting in Atlantic City on February 28 and March 1, the Association will wrap its program about the theme, "The Immediate Problems in Business Teacher Education."

SOUTHERN • The Thanksgiving-time convention of the Southern Business Education Association was an outstanding success: it had a record attendance; its social program whirled the members through a series of dinners, luncheons, and tours of Columbia, South Carolina; and its speakers earned the hearty applause they received.

Headlining the program were DR. PAUL LOMAX and DR. HELEN REYNOLDS, of New York University; DR. HOWARD NORTON, of Louisiana State University; WALLACE BOWMAN, of the high school at New Rochelle, New York; and CLYDE I. BLANCHARD, general editor of the Gregg Publishing Company, who made the keynote address, "What Next in Business Education?"

The Association elected new officers: President, LLOYD E. BAUGHAM (Commercial High School, Atlanta); first vice-president, LELAH BROWNFIELD (Alabama College, Montevallo); and second vice-president, C. C. STEED (Elizabethton School of Business, Elizabethton, Tennessee). DR. A. J. LAWRENCE will continue as editor of the Association's quarterly, *Modern Business Education*.

New state chairmen include: MRS. BERNICE D. BJONERUD, North Carolina; MARGARET BUCHANAN, Mississippi; DR. RUTH THOMAS, Kentucky; and NORVELL GARRETT, Louisiana. Division chairmen for the 1947 meeting will be: LULA ROYSE, public school section; ELISE DAVIS, college section; C. W. EDMONDSON, private-schools section; and B. W. JENKINS, junior-college section.

AVA • The convention of the American Vocational Association, held recently in St. Louis, was an outstanding one; but the attendance at some of the meetings of the business education members was disappointing to the sectional chairman, DR. IRA W. KIBBY, and his committee, who had hoped for a record turnout.

An excellent program was presented, highlighted by the "Blueprint for Business Education" of the St. Louis schools. The business



Some of the new executives of the Southern Business Education Association are shown above. *First row*—Miss Lelah Brownfield, Mr. Lloyd E. Baugham, Miss Lula Royse, and Mrs. Bernice D. Bjonerud. *Second row*—Miss Margaret Buchanan, Mrs. Mary Ruth Bowman, Miss Elise Davis, and Dr. Ruth Thomas.

teachers of St. Louis themselves were busy in their classrooms; so attendance was less than anticipated.

Historical. For the first time in the twenty-year history of the AVA, a woman will head the organization. MISS FLORENCE FALLGATTER, head of the department of Home Economics Education of Iowa State College, was named president. Miss Fallgatter was chief of the Home Economics Service in the Office of Education from 1934 to 1938.

NBTA • Over a thousand business educators braved stormy weather and holiday crowds to attend the forty-ninth Christmas-time convention of the National Business Teachers Association. At least nine hundred of these educators were from outside the city of Chicago. The Hotel Sherman was host to the convention.

Meeting to develop the theme, "Building Business Education," the Association presented on its rostrums two businessmen, a few secondary-school teachers, and a galaxy of collegiate leaders of business-education thought. The diversified program brought the theme to each subject area and each instructional level.

Academic. The meetings were marked by spirited debates, panels, forums, workshops, and addresses. They were outstanding for give-and-take exchanges between audiences and speakers.

They were especially notable for the number of nationally known leaders who participated.

The suggestion for building business education that was most frequently heard was, in effect, that the attention of business educators should be shifted from improvement of instruction in skill subjects to other problems: guidance, standards, fundamental business information for all students, and so on.

Social. The convention was socially a great success. The banquet had a record attendance of five hundred persons. Two dances and scores of private gatherings held by professional groups filled the hours before, between, and after the meetings, so that the three-day convention overflowed with holiday festivity.

Pi Omega Pi, for example, held a business meeting and a banquet; Delta Pi Epsilon held a dinner at which DR. WILLIAM POLISHOOK was awarded the fraternity's sixth annual research award;¹ alumni of Columbia and Michigan Universities held luncheons, and those of Indiana University and the University of Pitts-

¹Doctor Polishook received the award for his Ed.D. dissertation (New York University): "The Effectiveness of Teaching Business Arithmetic as a Separate Subject and as an Integrated Part of Junior Business Training." His prize: publication of the dissertation by the University of Oklahoma and Delta Pi Epsilon.

burgh held evening reunions; the Chicago Area Business Education Association, host to the NBTA, held a well-attended luncheon; southern business teachers assembled for a breakfast meeting.

Against this academic and social background, considerable professional activity took place, too. Scores of interviews for collegiate appointments for next September were conducted; plans for the 1947 St. Louis meeting of NBTA were initiated; staff consultations for the 1947 Yearbook (*The Changing Business Curriculum*) were held; publishers and editors discussed manuscripts with their authors; and new officers were elected for the Association and some of its many sections.

New officers of the NBTA include: President, J. R. GATES, president of the Dyke and Spencian College of Cleveland; first vice-president, M. O. KIRKPATRICK, of the King Business College of Charlotte, North Carolina; second vice-president, L. H. DIEKROGER, assistant principal of Hadley Technical High School, St. Louis; and new member of the Executive Board, DR. ALBERT FRIES, director of business education at Northwestern University. Two veteran officers were re-elected to their posts: Secretary (for the past fourteen years!), J. MURRY HILL, president of Bowling Green Business University; and treasurer, DR. RAY G. PRICE, supervisor of courses in commercial education at the University of Cincinnati.

EASTERN • The ECTA will celebrate its Golden Anniversary when it meets for its Easter-time convention at the Statler Hotel in Boston on April 3, 4, and 5.

And *celebrate* is the right word, if the plans of the Association's executive board materialize: a colorful pageant, to be staged under the direction of RUFUS STICKNEY and SANFORD L. FISHER, will depict the history and growth of the ECTA in the past fifty years; and the sessions of the convention will center around the practical, important theme, "Attainable Standards for Business Education."

The pageant will be the feature of the annual banquet; so, there may be no banquet address.

Officers who will lead the 1947 convention are: President, Edmond S. Donoho (Strayer College, Baltimore, Maryland); and vice-president, Mrs. Edward C. Chickering (Jamaica High School, New York).

Executive board members who will support the officers in conducting the convention program include: Mrs. Frances D. North (Balti-

more); Sanford L. Fisher (Boston); Dr. J. Frank Dame, (Bloomsburg); Dr. James R. Meehan (New York City); George E. Mumford (Philadelphia); and the retiring president, Raymond C. Goodfellow (Newark).

PRECEDENT • When Sherman Terry, graduate assistant in the Department of Secretarial Administration at the University of Southern California, was installed as the president of Alpha Tau Chapter of Pi Omega Pi, he may have started something: he entertained the chapter's council members at a dinner party!



The Council of Alpha Tau Chapter of Pi Omega Pi helps president-elect Sherman Terry celebrate. Shown, left to right: Stanley Haas, Bruce I. Blackstone, Beth Doerr, J. Frances Henderson, Host Sherman Terry, Charles E. Anderson, Mrs. E. G. Blackstone, Dr. E. G. Blackstone, and Ina Rae Haas.

NEW OFFICERS • *Louisiana:* President, RICHARD CLANTON (Bolton High School, Alexandria); vice-president, W. L. PERKINS (Northeast Junior College, Monroe); treasurer, GLADYS PECK (Louisiana Polytechnic Institute, Ruston); and directors, MRS. EVELYN CARMICHAEL (Shreveport), MRS. H. C. SANDERS (Franklin), R. B. MORRISON (Northwestern State College, Natchitoches), and GEORGE A. MEADOWS (Meadows-Draughon College, Shreveport).

Arkansas: President, ROY R. WEEDIN (Arkansas Polytechnic College); vice-president, MRS. FRANCES GALBRAITH (Jordan High School, Pine Bluff); secretary, MRS. RUTH POWELL (North Little Rock High School); and treasurer, MRS. BESS TAYLOR (Little Rock East Side Junior High School).

Nebraska: President, HATTIE M. STEINBERG (York High School); vice-president, GERTRUDE KNIE (University of Nebraska); and secretary, WILMA SAWYER (Beatrice High School).

New England High School Commercial Teachers' Association: President, DONALD B. MITCHELL (Newton, Massachusetts); first vice-president, LAWRENCE KING (Williamantic, Connecticut); second vice-president, JOHN WALL (Brookline, Massachusetts); secretary, WILHEMINA MACBRAYNE (Medford, Massachusetts); and treasurer, W. RAY BURKE (Arlington, Massachusetts).

Texas: Chairman, B. W. QUINN (San Antonio Vocational High School); vice-chairman, JACK MITCHELL (Forest High School, Dallas); and secretary, ZADA WELLS (Wilson High School, Dallas).

Virginia: President, MRS. E. F. BURMAHLN (Glass High School, Lynchburg); and vice-president, ERNEST BAXA (Danville High School).

TENNESSEE • The Elizabethton School of Business, founded in 1940 with six typewriters and five students, has grown to an enrollment of two hundred students and the offering of 1-, 2-, and 4-year courses. Recently the college was accredited to offer A.B. and B.S. degrees in business teacher training, higher accounting, and business administration. Mr. C. C. Steed, president of the college, and his staff were recently given a glowing tribute in the editorial columns of the *Elizabethton Star*, the local newspaper.

People

APPOINTMENTS • ROLLAND C. WATERMAN, graduate student at Teachers College, Columbia University, and until recently a naval officer, to the staff of A. O. COLVIN at Colorado State College (Greeley) . . . NORMAN H. CAMERON, recently released from the Army Air Forces, to the East Carolina Teachers College at Greenville, North Carolina . . . NOLABELLE WELCH, Chicago University doctoral candidate, from head of Department of Commerce at Southeastern State College at Durant, Oklahoma, to assistant professorship at West Texas State College (Canyon) . . . VERA BROOKS, from Beaver College, to University of Maryland as an instructor in secretarial science.

ALBERT C. MOSSIN, doctoral candidate and distributive-education methods instructor at Columbia University, while continuing his responsibilities in Teachers College will also serve on the staff of the College of the City of New York as an instructor of retail management . . . New Chief of the Division of Distributive Education in the Pennsylvania Department of Public Instruction is SAMUEL W. CAPLAN, of the South Philadelphia High School for Boys.

GRACE WILSON BRUCE, from head of department at Huntingdon College in Montgomery, Alabama, to associate professorship of commerce at Union University in Jackson, Tennessee . . . FRED TIDWELL, from associate professorship at the University of Oklahoma (Norman); to assistant professorship at San Jose (California) State College . . . ELEANOR SKIMIN, from Armstrong College, to the Department of Commerce at the University of Detroit.



EDITH M. WINCHESTER

CARNEGIE TECH • EDITH M. WINCHESTER's outstanding work as head of the Secretarial Studies Department at the Margaret Morrison Carnegie College (the women's division of the Carnegie Institute of Technology, in Pittsburgh) has resulted in her promotion to assistant director of the school. Miss Winchester, a member of the Carnegie Tech faculty since 1919 and a former president of Tri-State, will continue as department head in addition to her new responsibilities.

BEREAVEMENT • After school on a Friday day afternoon, shorthand-teacher CHARLES H. GLADFELTER stayed in his classroom long enough to write his blackboard notes ready for his Monday class and then went home.

Saturday morning, while working in the yard of his attractive home in Lancaster, Pennsylvania, Mr. Gladfelter had a stroke and died. But



his class read his shorthand. On Monday.

Mr. Gladfelter, 65, taught in McCaskey High School, Lancaster, for over twenty years, was a Gregg medalist, held five educational degrees—B.A., B.S.S., B.C.S., B.Pd., and B. Acctg.—and was an outstanding leader and writer.

BEREAVEMENT • Business educators, especially those in New England, are sorry to hear of the recent death of MRS. SADIE E. BURDETT, treasurer of Burdett College for the last twenty years and the widow of Fred H. Burdett, one of the founders of the school. Sympathies are extended to her son, C. Fred Burdett, and her daughter, Mrs. Elaine B. Garfield.

Book Review

HIGH SCHOOLS FOR TOMORROW, by Dan Stiles, Harper & Brothers, New York. 209 pages, \$2.50.

Let your imagination soar in your appraisal of Mr. Stiles's high school of the future. It has a juke-box dancing room, a bank, a radio station, a store, and other attractions. It is conducted entirely by students. It operates 14 hours a day, 7 days a week, 52 weeks a year. It has no examinations, no report cards. Would you like to teach in such a school?

Well, perhaps you'll have a chance someday. Those are the intriguing features advocated by Mr. Stiles, and they aren't all in the future, either: many of them are now being successfully achieved in schools throughout our country.

THE AUTHOR • Mr. Stiles, as a travelogue lecturer, visited thousands of high schools all over the nation. He had been a teacher, briefly. He taught American history and English in the public schools but gave up because of "the futility of the high school program."

He could not see, he said, "that the formalized, stereotyped, dry-as-dust routine that a high school student was forced to go through had any connection with the life he was living, or made any contribution to the life he was going to lead, unless to complete its own vicious circle by producing new teachers to perpetuate the system."

High Schools for Tomorrow is that kind of a book, you see.

As a review of what he had seen in his travels, Mr. Stiles wrote *High Schools for Tomorrow*. It is not a dissertation, nor is his work financed by any educational foundation. What he says is based on his observations, and he draws a picture of what the high school for tomorrow could be if it were composed of all the best things he has seen.

He is not pessimistic nor discouraged about the future because "we have the parts or elements of a fine new educational program but no blueprint for putting them together."

IT'S GOOD READING • Mr. Stiles's book is one of the most challenging and stimulating books it has been my pleasure to read. We suspect he doesn't know a whole lot about business education, but his laconic scrutiny of the general high school picture makes you grudgingly exclaim, "How true!" He has a good time at our expense.

Teachers and public schools have probably received more criticism than has any other segment of American life, and as a group we don't like it. But Mr. Stiles's point of view is not that of criticism but rather of, "Here are some ideas I've picked up around the country. I think they are good. I'd like to tell you about them."

Business teachers are less the butt of Mr. Stiles's comments than are their co-workers in the academic field. You will find that this book provides you with much ammunition for your verbal jousts in the teachers' lunchroom—if you're looking for a discussion of the weaknesses of the others!

HIS CRITICISMS • Mr. Stiles pulls no punches. He slashes out vigorously at current practices. Here are a few of his observations:

1. The public schools lack a philosophy, a "blueprint." The schools are aimless—even the students know it. The schools are a "bridge to something else" and have no "true objective of their own."

2. Our programs match our buildings—circa, 1890. We offer a hodgepodge of courses that have remained static while the world has moved on.

3. We cling to outmoded honors systems, full of valedictorians and salutatorians.

4. We still revere a system of education under which "the accumulation of facts by memory is the chief activity."

5. The high school has become a "multiple-mouthed funnel to channel students into various fields" (curricula), with more emphasis on getting them into the group groove than on the quality or amount of instruction.

6. That students are allowed so much freedom in selecting courses that they by-pass whole areas of general knowledge necessary to competence in citizenship.

After these sweeping indictments, the author invades specific subject areas: English, social science, language, science, mathematics, and all the other academic studies come in for their share of scathing attention. In case you thought that business educators were the only ones who argue about content and methods, you'll find this part of the book a gossipy revelation!

HIS REMEDIES • Mr. Stiles goes all out in his enthusiasm for the getting-ready-for-adulthood thesis. He simply tosses overboard our universal concept of the high school and builds a new concept out of the piecemeal plans he has picked up in his travels; so, of course, it bears little resemblance to what we cherishingly call "our secondary schools."

You won't agree to Mr. Stiles's suggestions, I

suspect; but you'll do a lot of thinking, if only in self-defense. These are the author's ideas:

1. The business of the high school is to prepare youth to enter the adult world: to meet the common problems of adult life. Out with vocational training! The program must be one of general education in which all pupils will follow pretty much an identical course, will have no electives, will waste public money on little personal specialization.

2. The school should be organized as a miniature community, with a store, bank, restaurant, juke-box recreation room, chapel, garage, model home, newspaper that prints news instead of history, radio station, clinic, library, post office, automobile repair shop, and all the other activities of a community. All these should be conducted by students on a dollar-and-cents basis. (This doesn't quite jibe with *our* concept of no vocational training; but Mr. Stiles makes his own concepts.)

Students will learn a long list of skills from these activities (so there is vocational training after all!); indeed, learning the long list of skills will constitute the major portion of the "general education" program, for all students will be required to sample each of them.

The teacher in this community-centered school will be elevated from his present position of taskmaster to that of guide and counselor. There will be no examinations, no report cards, no graduation exercises, and no "extracurricular" activities to be called such.

3. This school of the future will operate all day and evening, every day of the week, every week of the year.

4. Individual subjects will be taught at spots of immediate application.

5. The school will provide foundation training for a wide variety of vocations, leaving the specific training to business colleges or other specialized schools or to business and industry themselves. Training for general business careers

(this is for you and me again) will be scattered, with emphasis on experience in operating real-life but in-the-school businesses.

6. Freshmen and sophomores will follow a prescribed program with almost no electives; electives will be allowed to only those students who complete the basic requirements in each field.

Visionary? Perhaps; yet the author points out repeatedly that most of these ideas are already being tried—but isolated rather than with the others.

QUOTABLES • Some punch lines and other thoughts you might want to remember for quoting at the right time and place are these:

Yardstick for measuring the resiliency of your school's program: how much different is it in any given year from what it was five years previously?

"... the administrative system stymies effective leadership and at the same time fails to provide an adequate driving force."

"For many young people, graduation is D-day. . ."

"There are many (scholastic) casualties between 'training' and 'combat.'"

"High school English has remained as undisturbed as a moss-covered stone in a colonial graveyard."

"Outside the public schools, adult education is a flourishing industry."

"Motivation is the most widely flouted and disregarded precept in all education."

"The average high school student does almost no genuine studying during his school years; what he learns is from class recitation, hearsay, or from cramming for examinations."

SUMMARY • If, as we suggested at the beginning of this review, you do let your imagination soar, you can become entranced with Mr. Stiles's vision. If you try to picture your own part in his school of the future, however, you will feel a little uncomfortable and will find yourself wanting to argue in rebuttal.

But there is no doubt that some of the elements of the *High Schools for Tomorrow* are truly predictive. Before you know it, you may be asked to comment on exactly such plans as Mr. Stiles has outlined in such painstaking detail; so his book is good to read for obvious professional reasons.

And, as to the other elements—well, they're intriguing, exciting reading. The gossip is *very* interesting!

MANY persons might have attained wisdom had they not assumed that they already possessed it.—*Seneca*

The accompanying review is the contribution of Book Review Editor Theodore Woodward. Mr. Woodward is head of the Business Education Department at the George Peabody College for Teachers (Nashville 4, Tennessee). In each issue of the B.E.W., he will review a book of importance to business educators.



THEODORE WOODWARD

Ideas

GLORIFYING • After pointing out that glistening fingernail polish does not excuse typing errors, and that "confidence-giving" proper dress does not tell one how to speak, Florence Beshears says in *The Compass*: "Now, don't throw out that book on how to be beautiful, but let's put this business of glorifying the physical exterior second on the list."

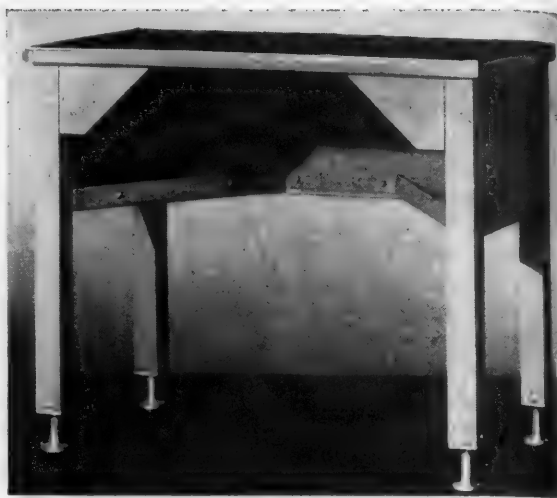
ADJUSTABLE TABLES • A new design of metal tables for use in bookkeeping and typewriting classrooms has been patented by W. F. HERRING, 102 152d Street, Calumet City, Illinois. The tables apparently offer every known desirable feature, including adjustable height, ample leg room, and stability, and should do much to correct the hunchback habits forced upon so many students who use tables that are too low for them.

Specifications: The typing table is 34 inches long, 19 inches wide. Each table leg has a possible 4-inch adjustment, easily made, so that the table top can vary from 26 to 30 inches above the floor. The well in the center of the table (14½ by 12½ inches) is also adjustable, and a scale is provided by which teachers can quickly assign correct height numbers to each student. Two shelves are provided for storing books and personal effects. The table top is black linoleum with chrome trim.

Mr. Herring is making plans for the manufacture and distribution of the new table.



Photographs courtesy of W. F. Herring
New adjustable typing table.



New adjustable bookkeeping table.

The bookkeeping table is similar to the typing table, lacking only the adjustable well.

NIGHTS • The Packard School of New York City, is providing a course that gives business executives a much-needed service: secretarial training for employed stenographers.

The course (an attractive brochure explains to the businessmen it reaches) is conducted for twelve consecutive Thursday evenings, from six-thirty to eight-thirty. Its instructor is Mrs. MADELINE S. STRONY, formerly a secretary, a personnel director, a teacher, and a director of public relations. The lecture series covers improvement in personality, telephone technique, office etiquette, human relations in the office, secretarial efficiency, and knowledge of English. Special consideration is given to problems that have arisen in the experience of the class members.

SERVICE • Teachers College, Columbia University, sensed a need: scores of New York City business teachers were cramming in preparation for the examination for the highly competitive and highly lucrative departmental chair, and acutely needed direction and help in their study.

Dr. HAMDEN L. FORKNER took action. He obtained the services of Dr. BENJAMIN F. DAVIS, chairman of the Secretarial Department at Andrew Jackson High School, and who has been one of those who prepared past examination questions, to teach a new course on supervision of business education (Education 259G). The course, which carries graduate credit, is being offered on Saturday mornings.

Significance: In fulfilling its duty of service to its community, an institution can find opportunity if it looks for it.

The BUSINESS EDUCATION WORLD

PROFESSIONAL SERVICES

Analyzing Letters Builds Awareness

STUDENTS BRING THEM • Shortly after we begin study of letter styles in our typing class, I ask each member of my first-year classes to bring in a typewritten letter received by himself, by a member or the family, or by a friend. As we do not want to discuss personal business in class, the letter must be an impersonal one and parental permission must be obtained.

As you would expect, most of our letters advertise something: learning taxidermy by mail, magazine subscriptions, accident insurance, and the like. There are letters urging contributions to charitable and welfare organizations, announcements of mail-order catalogues, letters sent by colleges to prospective students, and hundreds of others. The variety of styles and methods of production are wide.

WHAT TO LOOK FOR • The students analyze the letters according to this outline:

A. Mechanical production:

1. Type—pica, elite, unusual.
2. Method—typed, printed, multigraphed, stencil duplicated, nonstencil duplicated, Vari-typed, lithographed.
3. Color.

B. Arrangement of letter content:

1. What style.
2. Punctuation—open or closed.
3. Margins, placement on the page.
4. Use of display.
5. Unusual features.

When the analysis is made, it is attached to the letter and posted on our bulletin board for all to see. Sometimes we make the analyses together, in class—it takes just a few minutes—but usually the students bring the letters in with analyses already made.

WHAT WE LEARN • One of the outstanding realizations is the discovery of the number of variations in letter-writing styles being used. Yet our discussions, of course, are pointed to show that all styles are based on two fundamental types: block and indented forms.

Many high school students do not know how letters can be produced in quantity; and it is

not unusual for a student to ask, "How can you tell the difference between a typed letter and one printed to look like typing?" This is a cue to point out how punctuation marks "come through" the paper; how the ink impression of printing differs from the ribbon impression of typing; how there are slight irregularities in touch and spacing that appear in the script of even the best typists.

Furthermore, consumer knowledge is gained when the student realizes that what he thought was a personally typed and personally signed letter is in reality a processed letter with a reproduced signature.

Analyzing letters gives students an opportunity to contrast different styles of date placement, identifying symbols, salutations, closing lines, attention lines, and so on, and to evaluate them in terms of the over-all arrangement of the letter. The student begins to see that dating the second page of the letter is not mere fussiness on the part of the textbook; that appropriate margins really *do* make a letter look better.

But the most important result of our analyses is to strengthen the students' appreciation of good typescript. When I hear a student say, "That's really a good-looking letter" or, "That letter is too high on the page," I know that my students are building a background that will enable them to criticize their own work.—*Marjorie Griffith, Brawley, California.*

COMMENT • Harold Smith said, when asked what he thought of Miss Griffith's teaching device, "Not enough teachers are doing this kind of training—just a very few teachers who are sincere in their desire to broaden the vision and understanding of their typists so that, when they reach offices, they will be intelligent, observant, and interested workers. Miss Griffith is to be congratulated for her alertness: she is using a first-rate device."

What would Miss Griffith's students learn if they analyzed the "World's Worst Transcript" in this issue of the B.E.W.? (Page 358) It is printed from an engraving made of a letter typed with a carbon-paper ribbon.)

STANDWELL CORPORATION

270 MADISON AVENUE, NEW YORK 16, N. Y.

February 30, 1946

Mr. Harvey A. Allan
225 Fourth Avenue
Chicago, Illinois

Dear Mr. Allen:

May we foreward to you with our complements an attrative and usefull pocket memorandum book of genuine leather, with your name embossed in gold on the cover.

This offer is being made to be frank, as a means of bringing to your attention a plan with unusual advantages for you. Entitled "A Plan for the Individual, this plan is especialy arranged to provide you with the largest posible life long retirment income and is unique in many respects. It is also designed to mimize the heavy bourden that income tazes put on most investment plan.

Here is a tired and proven way to assure yourself the travel, the delightful books, or whatever liesure persuits you have been promising yourself in the years to come.

No matter what you present plan may be, we beleive you will find it well worthwhile to judge for yourself the merits of this plan, offered by this estabilshed finanical insitution, with assets of over billion dollars.

To receive an outline of the plan, together with the note-book, simply compete and mail the enclosed card in the enclosed postage prepaid envelope.

Cordially Yours

William T. Prince
Director of Investments

MTP:on
Enc. 1

This copy of the World's Worst Transcript contains 39 errors—but we'll bet that you won't be able to find them all in 5 minutes! The answer key is given on page 369. Par for student certification for proofreading accuracy: 31 detected errors. Write us for information about this new motivating certification service. (Par on January's WWT was 42.)

The B.E.W. Presents —



The Tenth International Bookkeeping Contest

Prizes for Teachers and Students

OPEN FIRE! • The Tenth Annual International Bookkeeping Contest, the largest ever sponsored by the BUSINESS EDUCATION WORLD, opens now.

With the largest array of prizes ever offered, the judges are braced for the biggest participation in the history of this international scholastic contest.

PRIZES FOR GROUPS • To the winning club in each of the three divisions, a silver loving cup will be given for *permanent possession* as a lasting testimonial to outstanding scholarship.

(A word of explanation to newcomers: your students, as a group of ten or more, participate in the contest as a "club" in one of the three "divisions": public high school division, Catholic high school division, and college and private business school division. Additional club prizes based on group achievement are given to teachers and to individual students as explained below.)

PRIZES FOR TEACHERS • To the teachers whose clubs win the silver first-place cups, a personal prize of \$10 will be awarded.

To the teachers of the clubs in each division that win second place, a personal prize of \$10 will be awarded.

To the teachers of the clubs in each division that win third place, \$5 will be awarded.

To the teachers of clubs that achieve a composite score of 275 (out of a possible 300), a prize of \$3 will be awarded for "superior merit."

To the teacher or teachers submitting the

largest club of *qualifying* papers in each division, an additional special \$5 award will be made.

In addition to the ~~cash~~ prizes, hundreds of gold-, red-, and blue-seal Superior Achievement Certificates, suitable for framing and displaying in the classroom, will be awarded to teachers whose clubs meet certain standards, regardless of whether they win one of the cash prizes.

PRIZES FOR STUDENTS • Two hundred \$1 cash prizes will be sent to the 200 students who submit the most outstanding papers.

Moreover, an attractive two-color International Bookkeeping Contest Certificate will be awarded to *each* student whose paper meets an acceptable business standard, regardless of whether his club wins one of the prizes. There will be no charge for this certificate; the contest entry fee of 10 cents (see below) covers the certificate cost.

CONTEST RULES • The following contest rules will be a guide for the participation of your students:

1. *Contest Material.* Only the official contest problem may be used for the contest.

2. *Enter Only As Clubs.* Ten or more students are required to constitute a club to be entered in any division. *Only one club may be entered by any one school*, but the students of one or more teachers may combine their work into one club representing the school. All team entries are automatically entered for the individual awards. Schools having fewer than ten bookkeeping students may enter them for indi-

vidual awards and contest certificates but not for club prizes. *Be sure to specify in what division your school is to be entered.*

3. *Entry Fee.* To help defray contest expenses and to cover the cost of issuing two-color certificates to every student whose paper meets an acceptable business standard, a fee of 10 cents will be required for each student who enters.

4. *Heading for Solutions.* The upper right-hand corner of the first page of each solution must bear the following information, clearly printed or typed: student's name, teacher's name, school name, city, and state.

5. *Closing Date.* The contest closes March 21, 1947. Papers postmarked after midnight of that date will not be eligible for the contest.

6. *Entry Form.* Both sides of the official contest entry forms are to be filled out on the typewriter. Be sure to include the data requested on the back of the form, too!

The entry form must be made out in duplicate and both copies submitted with the contest papers. One copy of the entry will be returned to the instructor with the contest certificates.

Send entry forms and remittance in full with contest papers. Make checks and money orders payable to the BUSINESS EDUCATION WORLD.

7. *How to Ship.* Solutions and all correspondence should be addressed: The B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York. Please do not roll or fold papers. Ship only by express or first-class mail.

8. *Contest Reports.* Prize winners will be notified and prizes awarded as soon as the judges have made their decisions, but no complete official report of the contest can be supplied prior to its publication in the June B.E.W. All student papers become the property of the B.E.W. Student certificates will be forwarded as soon as their solutions have been graded.

9. *Calculation of Winning Scores.* Every club, large or small, has an equal chance to win in

Official Problem

Prepared by

PLEASE read these introductory paragraphs to your students:

In this year's International Bookkeeping Contest, assume that you are bookkeeper at SUSAN'S SUNSHINE FLOWER SHOP. Susan Miles, owner and manager, employs you two hours every day to keep the records of current transactions and to prepare financial statements at the end of each three months' fiscal period.

The accompanying Trial Balance was taken at the close of business December 31, 1946. From this Trial Balance you are to prepare (1) a Profit and Loss Statement covering the last quarter of 1946, and (2) a Balance Sheet as of December 31, 1946. The merchandise in-

this contest through the use of a composite score. The composite score will be compiled on the following basis:

- The percentage of the total enrollment of the class or classes submitting papers.
- The percentage of papers submitted that reach an acceptable business standard.
- The percentage of papers submitted that rank as superior.

----- BOOKKEEPING CONTEST COUPON -----

Awards Department, The Business Education World, 270 Madison Avenue, New York 16, New York.

- I plan to enter approximately students in your International Bookkeeping Contest. Send me complete information and contest material at once.
- In addition to my free teacher's copy, please send at 2 cents each student reprints of the bookkeeping contest project. Remittance for reprints enclosed \$.....

Name

School

School Address

City and State

(Please include zone number, if any.)

or All Divisions:

TON BRIGGS

ventory at the close of business, December 31, 1946, was \$1,163.56.

Depreciation of equipment is recorded at the end of each quarterly fiscal period at the rate of 10 per cent *annually*. (Depreciation of Equipment is debited and Reserve for Depreciation of Equipment is credited for one-fourth of the annual amount.) No other adjustments are considered necessary at this time.

The financial statements prepared for this contest may be either simple or classified, depending on the extent of the instruction you have received. Use simple journal paper, or plain white paper properly ruled, and your best penmanship. Pen and ink must be used.

SUSAN'S SUNSHINE FLOWER SHOP

SUSAN MILES, PROPRIETOR

Trial Balance

December 31, 1946

1 Cash	593.16	.....
2 Accounts Receivable	2,621.02	.....
3 Merchandise Inventory		
(September 30, 1946)	1,021.66	.....
4 Prepaid Insurance	71.66	.....
5 Equipment	4,200.00	.....
6 Reserve for Deprecia-		
tion of Equipment	.....	465.00
7 Accounts Payable	.....	1,382.20
8 Notes Payable	.....	1,500.00
9 Pay Roll Taxes		
Payable	.....	33.64
10 Employees' Income		
Taxes Payable	.....	170.72
11 Susan Miles, Capital	.....	4,000.00
12 Susan Miles, Drawing	667.64	.....
13 Sales	.....	6,808.74
14 Purchases	3,842.22	.....
15 Advertising	23.40	.....
16 Delivery Expense	110.00	.....
17 Fuel and Light	150.66	.....
18 Pay Roll	715.48	.....
19 Pay Roll Taxes	26.48	.....
20 Rent Expense	210.00	.....
21 Supplies Used	106.92	.....
	14,360.30	14,360.30

10. *Points Considered in Grading.* Students' papers will be judged on the following points: accuracy, penmanship, attention to instructions, neatness (careful erasures, no marked-over figures, general good appearance), correct spelling.

11. *Judges.* The contest judges will be: Milton Briggs, Claudia Garvey, and Alan C. Lloyd.

12. *Reprints for Sale.* Teachers who wish their students to have individual copies of the bookkeeping contest problem may duplicate the contest problem or may purchase reprints of it from the B.E.W. at 2 cents a copy. One copy of the problem reprint will be sent free to teachers on request. (See Contest Coupon)

NEXT MONTH • The problem for the International Contest appears in place of a February Monthly contest. Next month, however, the regular monthly contest will make its reappearance.

OCTOBER WINNERS • Mary Ann Baughman, of Iowa, and Marion A. McMaster, of Pennsylvania, have been awarded first and

second place in the senior division of the BUSINESS EDUCATION WORLD's second bookkeeping contest of this school year. Winners in the junior division are Margie Stefanko, of Ohio, first place; and Doris Bernier, of New Hampshire, second place. Certificates and cash prizes have been issued to the four winners to indicate their outstanding achievement.

Miss Baughman is from Bloomfield (Iowa) High School, and Miss Vera Ritzinger is her instructor. Miss McMaster attends Little Flower High School, Philadelphia, Pennsylvania; Sister Ursula Maria, instructor. Miss Stefanko, attends Chippewa High School, Doylestown, Ohio; Mrs. Wennermark, instructor. Miss Bernier, attends St. Marie High School, Manchester, New Hampshire; Sister M. Thomas du S. C., instructor.

A large number of students have been awarded special Scholastic Achievement Certificates, suitable for framing, for their papers submitted in this contest. We regret that space limitation prevents publication of their names. Approximately 6,000 papers were received.



From "Fish and Tin Fish"

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permission of Rinehart & Co., Inc., Publishers

DESPERATE, the Poseidon's mate, was swabbing down. The sun was a red disc—a stogy decoration; it emitted³⁰ no glare, but it dyed the line of boats at the Gulf Stream Dock a faint orange. Soon it would be gone. Crunch and Sari³⁰ were up on the pier, laughing with the last customer. A tall stranger made his way past them, stared at the boats' names, and³⁰ walked lithely to the stern of the Poseidon.

"Are you Crunch Adams?" he asked. His "r's" burred with a trace of Scotland and³⁰ the voice that pronounced them had a slow sonority.

"I'm Des, the mate. Crunch is yonder."

The eyes of the stranger were³⁰⁰ cavernous. His nose was large and beaklike; above the six-foot level of his craggy head was a shock of iron-grey³²⁰ hair. Des wondered what sort of man he was and had a partial answer when the man saw young Bill Adams. Bill was three,³⁴⁰ then—proudly toting a suitcase for his father. The evening breeze stirred his blond curls. He tugged and grunted—a scale³⁶⁰ model of Hercules, in a blue sunsuit. A twinkle came in the man's recessed eyes and his broad mouth broke into³⁸⁰ a smile. "Likely lad!"

"Crunch's. The skipper's."

"I've been told he's the best. It shows—in the offspring."

Des began to like the³⁰⁰ guy. "Hey, Crunch!" he called.

"My problem," said the man, as he and the two charterboatmen put their heads together, "is as³²⁰ difficult as it is simple. I'm a m'nister o' the gospel, though I wouldn't like it to be held against³⁴⁰ me."

Crunch and Des chuckled.

"When I went to school in Edinburgh—which was a considerably long while ago—I³⁶⁰ used to slip out as often as the opportunity afforded and cast a fly for trout and sometimes for salmon.³⁸⁰ I haven't wet a line since." He rubbed his chin. "My daughter spends her winters here with her husband, who's a man of⁴⁰⁰ means. I've joined them for a few days' vacation and my son-in-law insists I put a few in on the sea. He's footing⁴²⁰ the bill—and a man ought to keep in good with his son-in-law, don't you think?" he beamed.

"Very sound," Crunch said.

THE³⁰⁰ prospective customer sat down with a sigh of composure. He sniffed the air. "Salty. I like it. For the past twenty³²⁰-five years I've been preaching the gospel inland. Not that it isn't as needed there as on the coasts. I am simply³⁴⁰ explaining the rest of my predicament—an altogether happy one, as it chances. This vacation I'm³⁶⁰ on comes between my old church and a new one.—What's that yonder?"

Crunch looked in time to see the triangular top of³⁸⁰ a dark fin ease into the blue water. "Porpoise."

"You don't say! They come here in this Bay?"

"Some of 'em live in here."

"Well!"⁴¹⁰ He watched the big mammal rise and blow. "Fine creature! But to get to the point. Where I'm taking the new pastorate, fishing⁴³⁰ is partly a business and largely a recreation, besides. It's in New Jersey, at a place called Antasquan⁴⁵⁰—a big town or small city, whichever you will. Some of my new congregation are commercial fishermen,⁴⁷⁰ and some of the wealthier ones are boat-owners, like yourselves. They go out for big tunny, I understand. Then, there's something⁴⁹⁰ called 'blues' they're partial to—"

"We know a little about it," Crunch said appreciatively. "We've fished a few summers⁵¹⁰ from the Manasquan near by."

The minister smiled. "Which, no doubt, is one of the reasons my son-in-law stipulated⁵³⁰ you two! What can a man expect in a corporation lawyer except guile? At any rate, I've got a⁵⁵⁰ congregation of fishermen—and golf players, to boot. Being a Scot, I can handle the golf, on week days, though⁵⁷⁰ it somewhat drains my congregations on the Sabbath, I hear. As fishing does, to an even greater extent, in⁵⁹⁰ the summer. But I like to know something of the pursuits of the men I preach to. So I'm doubly glad to be able⁶¹⁰ to take advantage of this vacation to find out what I can of salt-water fishing. Have I made myself clear?"⁶³⁰

"You sure have, Mr. —?"

"McGill. The Reverend Doctor Arthur McGill. And if, in the heat of excitement in the⁶⁵⁰ three days I've got to fish, it should become necessary to use a shorter term, you'll find I respond to 'Mac.'"

He⁶⁷⁰ shook hands with them to seal the bargain.

When he was gone, Des grinned at the descending twilight. "The trouble is, there aren't⁷¹⁰ enough ministers like that. If there were, I'd go to church oftener, myself."

"Just what I was thinking," his skipper⁷³⁰ agreed.

THE Reverend Doctor Arthur McGill appeared on the Gulf Stream Dock at seven o'clock the following⁷⁵⁰ morning—a green-visored hat flopping above his grey mane and a huge hamper carried lightly over his bony⁷⁷⁰ arm. He took the gap between dock and stern in an easy stride and deposited the basket.

It was a cool,⁷⁹⁰ breezy day—it would be choppy outside—but, if he knew it, he did not seem concerned. "Bracing weather," he said. "I⁸¹⁰ hadn't expected it of the Tropics. I rose before the servants and picked my own grapefruit from a tree in the⁸³⁰ yard; it made me understand a little why it is that north country men always have a sense of guilt in the South.⁸⁵⁰ It ought to be snowing

and blowing—and here you are picking fruit!” The Poseidon pushed into the ship channel and started east. Three warm weeks had changed, overnight, into the Floridian equivalent of a winter day—a day with a twelve-mile breeze and a temperature in the shade of sixty—a “cold” day, in the opinion of the natives.

Crunch cut baits. The minister wrapped an elbow around one of the canopy supports and watched, his eyes bright under his tangled brows. Once or twice, the skipper glanced at him covertly; he wasn’t going to be seasick. He took in each detail, as the strip was sliced wafer-thin, tapered, pointed, beveled, and pierced for the hook. “It’s an art, I can see that.”

“The idea is to make it flutter in the water—like a fish with a busy tail.” Crunch dropped over a bait on a leader and tested it to make sure it would not spin and wind up—or unwind—the line. He handed the rod to Reverend McGill and, under the same intense scrutiny, he arranged the outrigger lines. Then, because his passenger looked jizzical, he explained the operation of outriggers.

“You see,” said the minister, “I’m a dub and a tyro, and I have plenty of need to learn all this. A congregation of fishing enthusiasts will listen with a polite and patronizing interest if their dominie discusses the fine points of netting fishes in the Sea of Galilee two thousand years ago. But if you can bring the matter up to date—put it in terms of outriggers, so to speak—and use it in an illustration, you may even wake up the habitual sleepers.”

Crunch laughed. “I get the idea, parson. Now. About ‘blues.’ Being a part-time Jersey fisherman myself, I understand the Jersey attitude. It’s cold today—and we may run along like this for hours without a strike—so I’ll explain what they do off the ‘Squan Inlet—and why. Their fishing is done this way—and other ways.”

“I’d appreciate it.” The minister snuggled into the fighting chair and pulled his muffler tighter.

CRUNCH was deep in a lucid description of the art of chumming for tuna—remembering to cite the fact that Jersey old-timers still call them “horse mackerel”—when there was a splash behind the center bait. Reverend McGill went taut as his reel warbled.

“Bonita!” Crunch said. “Just hang on till he gets that run out of his system.”

Reverend McGill hung on—and hung on properly—under Crunch’s instruction, until it sounded for the second time—ran again—and came to gaff.

Crunch brought it aboard and the exhilarated minister looked. “Magnificent creature!” It’s almost as big as any fish I ever caught in my life—and yet it pulled so hard I expected a fish my own size!”

“Bonitas are strong,” Crunch said. He resumed his discussion of chumming. His back was turned to the water when Reverend McGill had his second strike. The minister handled the fish with considerable skill. “‘Cuda,” Crunch said, after a moment.

It proved to be a barracuda. Crunch flipped it

over the gunwale, showed the ferocious teeth by clamping the fish’s head under the lid of the box in the stern, and removed the hook with pliers in a gingerly fashion. The Poseidon ran steadily for some two hours after that. Then there was a bluish flash under one of the outrigger baits and its line drifted gently down to the water, only to spring tight like the wire of a snare. Crunch eyed the line as it cut the surface—pointing, in a curve, to a fish that was barely under water. “Dolphin,” he explained. “Get ready for him to jump. And when he does jump—watch him.”

WHEN the fish jumped, it was quite a sight. “I know now,” the minister said quietly and between breaths, when Crunch gaffed the dolphin, “why people write poetry about them.” He watched Crunch bait up again and went back to his vigil. “It’s amazing,” he continued, “what eyes you have. Now, in all three strikes, all I saw was a flicker and a lot of spray. But—each time—you saw the fish and named it correctly.”

Crunch laughed. “I didn’t see the fish, itself, any time. Except, as you say, an impression of a fish. I could tell what they were by the way your rod tip behaved—by the angle at which the fish fought—by a lot of little things.”

“They must be fine points, for fair! I don’t suppose you reveal them to the novitiate—the lucky novitiate, I might add?”

“Why not?” Crunch grinned benignly. “Take—the bonita. He was first. He hits hard and fast,

THE GREGG WRITER KEY

The dictation materials on these and the following pages are shown in shorthand in this month’s issue of THE GREGG WRITER. The key given in the B.E.W. is counted in units of 20 standard words.

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usually at a sharp angle to the course of the bait. When he feels the hook he puts on every ounce of¹⁰⁰⁰ power he's got. He goes away, for thirty yards or so, and then, still feeling the hook, he goes down. He'll bore straight down¹⁰⁰⁰ or go down in a spiral, like an auger. Now there's a fish out here that's related to the tuna, called an¹⁷⁰⁰ albacore. He does the same thing. But when the albacore swims, it's like a glide, all power and no wiggle. With a¹⁷⁰⁰ bonita there's the wiggle. A flutter. You see it in the rod tip. You feel it in your arms."

"You do that," the minister¹⁷⁴⁰ agreed.

"'Cudas can sound—or run—or jump like a pike or a muskie. On the same tackle, they're even stronger,¹⁷⁰⁰ I believe. But they do one thing that's characteristic—they jerk—yank back and forth trying to get rid of the hook¹⁷⁰⁰ or to break the line, just the way a bulldog yanks."

"And the dolphin?"

"He always skims along at a terrific rate¹⁸⁰⁰ right below the surface. You can tell that because your line, instead of boring down into the sea, will be stretching¹⁸⁰⁰ out over it for a long way. Then the dolphin will circle, first one way, then the other, in big arcs. That is, he¹⁸⁴⁰ will unless he's foul-hooked—hooked in the back, say, or through the eye. In that case, he's very apt to sound—and you'll be hard¹⁸⁰⁰ put to guess what you're fighting. You occasionally do see dolphin before they hit, because they sometimes make¹⁸⁰⁰ several bounds into the air to get to the bait, as if impatient with the resistance of the water."

"I see."¹⁸⁰⁰ The minister mused, "Funny, that. If you're fishing for salmon—you take salmon. You know what you've got when you have your¹⁸⁰⁰ rise. Here, though, the possibilities are vast."

"There are hundreds."

THE minister thought that over. "And what would a sailfish¹⁹⁰⁰ be like? That is, if we were to have the fantastic good fortune—?" (1952)

(To be continued next month)

Winter Carnival

TOURISTS seeking new and unique festivals and those who yield to the lure of winter sports head for St. Paul, Minnesota,³⁰ the first week in February to attend that city's famous Winter Carnival, February 1st to 9.

Started in 1886, the Carnival has developed from a community frolic⁶⁰ into a nine-day event presenting pageantry and parades based on the mythology of Boreas, ruler⁶⁰ of the North Wind, and featuring some of the nation's outstanding winter sports competitions.

Mythologically¹⁰⁰ speaking, King Boreas, sovereign of the North Wind's wintry blasts, decrees a period of carnival¹²⁰ for his loyal subjects in his winter capital of St. Paul. He commands that one of the city's beautiful¹¹⁰ girls be selected as the Queen of the Snows, to share the festival throne with him. But hardly is the queen crowned and¹⁶⁰ the days of fun begun before Boreas' plans are threatened by the minions of Vulcan, the Fire King, who invades¹⁸⁰ the city, recruiting forces to overthrow Boreas. He succeeds in the final event of the carnival,²⁰⁰ a fireworks assault on Boreas' Ice Palace, a huge castle constructed of more than twenty-two thousand²⁰⁰ large 300-pound cakes of ice which rises to a height of eighty feet.

Outstanding programs include the coronation²⁴⁰

of Boreas at the Ice Palace, selection and coronation of the Queen of the Snows, the grande ball²⁶⁰ of the Order of the Star of Boreas, the masked ball of Vulcan, and the grande and torchlight parades.

Sports headlines²³⁰ scheduled this year are the United States Olympic speed skating final trials, the National speed skating³⁰⁰ championships, the Central United States ski jumping championships, an ice-fishing contest, all-star curling bonspiel,²⁵⁰ a college hockey championship, snowshoe races, ski slalom, downhill and cross-country competition. (339)—Northwest Airlines News Bureau.

How Sears Met Roebuck

THIS innocent sounding classified ad in the *Chicago Daily News*, 1887, made news.³⁰

"Wanted: Watchmaker with references who can furnish tools; state age, experience, and salary required."

The⁴⁰ man who placed the ad was Richard W. Sears. It was answered by A. S. Roebuck. Out of it came the largest⁶⁰ mail order enterprise of them all—Sears Roebuck and Company—which did some billion and a half dollar's worth of⁸⁰ business through stores and by mail last year.—*The Dart* (88)

By Wits and Wags

"WHAT is the best thing you know about Washington?" asked Miss Martin.

"His wife. I think she makes the best candy in the world," answered the junior miss.

• • •

TWO MEN on their way home were passing through a lonely graveyard.

First: You're not scared, are you?

Second: No. As long as I have this rabbit's foot I'm o. k.

First: Do you think a rabbit's foot is lucky?

Second: It surely is. My wife came across it in my pants pocket and she thought it was a mouse.

• • •

TEDDY: My sister's practicing to be an actress.

Neddy: She is?

Teddy: Yes, and so far she's learned how to sleep until eleven o'clock in the morning.

• • •

TRADESMAN: Look here, you've been owing me this bill for a year. I'll meet you half way. I'm ready to forget half what you owe me.

Agreeable customer: Fine! I'll meet you. I'll forget the other half.

• • •

LOIS: I had trouble with my eyes—I saw spots in front of my eyes.

Ann: Do your glasses help?

Lois: Yes—now I can see the spots much better.

• • •

"MY DASCHUND died," said a little boy to his teacher.

"Too bad! What happened?" asked his teacher.

"He met his end going around a tree."

Be an Open-Minded Adventurer

SOMETIME AGO I heard a very interesting lecture on human emotions by a sculptor in Chicago.²⁰ Displayed near the speaker's rostrum were busts of Fear and his large family of children, including Envy,⁴⁰ Indecision, the Closed Mind, Complacency, Gullibility, Corrupted Justice, and several others.

The bust⁶⁰ that interested me most was the Closed Mind. It had no eyes or ears. Buttons on the front of its face indicated⁸⁰ that its mind was buttoned up and that no new ideas need apply for entrance. Its head was square, suggesting¹⁰⁰ to me that those of us who have closed minds are blockheads.

In the story of world progress, the Closed Minds were the ones that¹²⁰ shouted: "We know everything there is to know," "It can't be done," and "Impossible." The Closed Minds laughed at automobiles¹⁴⁰ and went on making buggies. The Closed Minds kept both feet on the ground and said men would never fly. The Closed Minds¹⁶⁰ threw stones at the printing plants that installed the first typesetting machines. The Closed Minds in the medical profession¹⁸⁰ condemned bathtubs as unsanitary. If we had allowed the Closed Minds to sit on the throne we still would be hitching²⁰⁰ Old Dobbin to the "one-hoss shay."

Sometime I hope someone creates a bust and calls it "Adventure." Maybe it²²⁰ should have searchlight eyes for penetrating the darkness of the Unknown. It will be the Open Mind, plus Daring, and²⁴⁰ the Spirit of Conquest. Then a copy of this bust should be placed on the desk of every business executive.²⁶⁰ The Open-Minded Adventurers, in every field, are the creators of progress. We need more of them!²⁸⁰—Wilferd A. Peterson (284)

The Great Were Young As You

(O.G.A. Contest Copy)

THE GREAT were once as you.

They whom men magnify today
Once groped and blundered on Life's way,
Were fearful of themselves, and thought
By magic was men's greatness wrought.
They feared to try what they could do;
Yet Fame hath crowned with her success
The self-same gifts that you possess.

The great were young as you,
Dreaming the very dream you hold,
Longing yet fearing to be bold,
Doubting that they themselves possessed
The strength and skill for every test,
Uncertain of the truth they knew,
Not sure that they could stand to Fate
With all the courage of the great.

Then came a day when they
Their first bold venture made.
Scorning to cry for aid,
They dared to stand to fight alone,
Took up the gauntlet Life had thrown,
Charged full-front into the fray,
Mastered their fear of self, and then
Learned that our great men are but men.

—Edgar Guest

Toil, Trouble, and Tears

NICHOLS FIELD WILSON

From "Adventures in Business"

THOMAS ALVA EDISON did not talk over-much for publication during his useful and brilliant eighty²⁰-four years. But what he did say was well worth heeding.

In 1913 he answered an unjustified and⁴⁰ ill-considered criticism with these significant words: "I have never done anything worth the doing by⁶⁰ accident, and none of my inventions have been accidents."

Edison knew they were creatures of travail—the products⁸⁰ of toil, trouble, and tears.

Edison knew, as every man of intellect before his time and since has known,¹⁰⁰ that the great and good things of life are never achieved "accidentally." Somewhere back of every thing of merit¹²⁰ you will find creative thought and supreme struggle. Somewhere along the way, the price in "toil, trouble, and tears" must be¹⁴⁰ paid to the last farthing.

The career of Thomas A. Edison has about it an appealing aspect both earthy¹⁶⁰ and human. He was fundamentally a man of the people. Despite his wonderful mind, he neither retired,¹⁸⁰ nor sought to retire, to the ivory towers affected by many self-styled "thinkers" whose gifts are not a²⁰⁰ tithe of his.

Consider first of all that the sum total of his formal schooling consisted of less than three months²²⁰ in a public school, at Port Huron, Michigan. Consider that he was selling newspapers as a matter of²⁴⁰ necessity before he reached his 'teens—that he was earning his own livelihood as a telegraph operator²⁶⁰ when he was fifteen years of age.

The downright practicality of such a threadbare existence was the probable²⁸⁰ incentive that provided him with the "sink or swim" philosophy that swept him to the heights. Edison worked³⁰⁰ like the traditional beaver because he knew there was no time to waste. His impoverished boyhood had implanted³²⁰ deep within his heart a sense of urgency. Almost to the day of his death, and even after honors had³⁴⁰ been heaped upon him by every civilized nation, he carried with him the impelling thought that he dared not³⁶⁰ fail.

The laurel wreaths men placed upon his massive brow meant little or nothing to the homespun Edison. He worked³⁸⁰ not for honor, not for glory, not for gain. He worked for the sheer joy of working; for the satisfaction of⁴⁰⁰ achieving. Work, to him, was the natural and rightful end and aim of man. Without work, man was but a clod!

He took⁴²⁰ out a total of ten hundred thirty-three patents. It was on October 21, 1879,⁴⁴⁰ that an incandescent carbon filament glowed for the first time in his humble laboratory at⁴⁶⁰ Menlo Park, New Jersey. It was the greatest emancipation of all time, for it freed mankind forever from⁴⁸⁰ the throttling terrors and the physical handicaps of the demon darkness.

Had he gone a single step farther⁵⁰⁰ at that time he would have given radio communication to the world, as well as light. He discovered that⁵²⁰ the filament was producing electrons and that the electron stream would carry a current of electricity.⁵⁴⁰ He gave this discovery the name of "etheric force"—and stopped there. He was hu-

man, and he sometimes failed.⁹⁰⁰ But his inventions have created vast industries, valued at untold billions of dollars, and given lucrative⁹⁰⁰ employment to millions in all walks of life.

The greatest among all his great contributions is the fact that⁹⁰⁰ he fathered organized research. He was first among the world's scientists with the vision, the "know-how," the⁹⁰⁰ initiative, to launch this all-important phase of modern living.

The industrial laboratory is essentially⁹⁰⁰ American—exactly as Edison was essentially American. And from its drafting boards⁹⁰⁰ and model molds, its test tubes and retorts, its proving grounds and classrooms, the pattern of an ever-greater America⁹⁰⁰ will continue to emerge through toil, trouble, and tears.

Thomas Alva Edison overcame both poverty⁷⁰⁰ and deafness to become one of the most notable inventors and scientists of all time. The lamp he gave to⁷⁰⁰ humanity glows no more brightly than his memory. (731)

Initials Will Remain

ON THE DECK RAILS of the S. S. Queen Mary are thousands of sets of initials carved by G. I.'s on voyages⁹⁰ to and from the fighting fronts. Normally, in reconditioning the troopship, the rail surfaces would be planed smooth⁴⁰ so no cuts would show. As a memorial to the men who crossed in her, however, operators of the ship⁹⁰ will leave the initials as they are and preserve them for years to come with fresh coats of paint.

Incidentally, a⁹⁰ good number of the veterans may want to show their initials to wives and children when they take future sea trips¹⁰⁰ at their own expense.—*Nation's Business* (106)

All Is Not Gold . . .

A rare metal, produced in the United States at the rate of about one ton a year, may one of these days work²⁰ its way into the twenty-one carat gold inlay you wear in your bicuspid, the ring you give your beloved,⁹⁰ or the clasp that holds your tie in place. Germanium is the name.

Recent experiments conducted on this⁹⁰ alloying metal (scientifically called the gold-germanium "eutectic") show that it may lead to better⁹⁰ dental inlays and improvements in jewelers' art.

A mixture of eighty-eight per cent gold and twelve per cent¹⁰⁰ germanium, this eutectic has remarkable properties. For one thing, it melts at 673¹⁰⁰ degrees Fahrenheit, while pure gold, in contrast, melts at 1945 degrees Fahrenheit. Heat¹⁰⁰ from a common gas flame would serve a jeweler using the new alloy as a solder in repairing gold¹⁰⁰ jewelry.

Germanium was discovered by a German scientist in 1886, but no one¹⁰⁰ thought of using it for everyday purposes until a few years ago. It is harder than ordinary¹⁰⁰ gold alloys and has superior wearing qualities. Even though it is rare, the metal costs only about¹⁰⁰ one-third as much as gold.

Long-wearing gold coated jewelry could be made by dipping the piece to be coated²⁰⁰ into the molten metal. Because it expands so very little when hardened, germanium can be used in¹⁰⁰ extremely precise castings such as dental inlays. No correction would be necessary to take care of shrinkage¹⁰⁰ that is common in most alloys.—*Invention News and Views* (291)

Time to Think!

(O.G.A. Membership Test for February)

NOT EVERYONE sitting with folded hands and an abstracted air is resting or loafing. He may be thinking.²⁰ The outcome may be valuable ideas for enriching the lives of fellow men and increasing the firm's⁶⁰ business.

Smart management regards purposeful thinking as something to be encouraged, and everything from⁶⁰ suggestion systems to "meditation rooms" for executives has been put into use to insure that the brain will⁹⁰ get at least the same chance for exercise in the office as the hand and the tongue.

Who knows but that thinking may get¹⁰⁰ a better break in the future than it has in the past, as managements recognize the values to be had from¹²⁰ encouraging more of it. In offices where executives already get time to think, perhaps the same¹⁴⁰ opportunity can be given to others whose jobs are not simple routine jobs. Mighty trees from little seedlings grow. (160)

Fun, This Way

(February Junior O.G.A. Test)

Dear Roscoe:

I shall be glad indeed of the opportunity to improve my own technique in writing. I, too,⁹⁰ have tried to make my notes more accurate since I have learned that I can read them more rapidly if I do.

My⁶⁰ pal here in the office writes the same system, and we have had to take each other's notebooks and type the letters when⁶⁰ one or the other was sent out of the office on another job before the dictation was finished. We check⁹⁰ on each other's style that way, and it is great fun. He tells me my notes look like chicken tracks, but that I am coming¹⁰⁰ along all right.

Can't we meet some evening soon? Bring your skates along and we'll take a turn or two before dinner if¹²⁰ the day is fair. The tennis courts have been flooded and make a fine skating rink. Bob (134)

Typewriting Contests.

How recent would you estimate the following statement to be?

There is something incongruous in a gathering of intelligent teachers watching eagerly several typists try to gain a high speed merely for the sake of speed alone. Will the businessman inquire of the typist how fast she wrote the letter? Will he not rather ascertain if the words have been spelled correctly, if the arrangement be fitting and pleasing? Why then should the strife of a typewriting contest not be over these things?

This quotation has a modern tang about it, hasn't it? Yet it appeared in the May, 1907, issue of THE GREGG WRITER, which quoted the paragraph from a magazine called THE STENOGRAPHER!

75,000 New Yorkers Pass Time of Day with ME 7-1212

ROBERT A. BEDOLIS

In the "New York Herald-Tribune,"
Sunday, December 29, 1946

THE BUSIEST TELEPHONE NUMBER in New York is MERidian 7-1212. Seventy-five thousand²⁰ times a day it is called by New Yorkers who want to know the exact time. Indeed, time is of such essence in⁵⁰ this bustling metropolis that ever since the New York Telephone Company established its time-of-day service⁶⁰ in 1932 there has never been a moment, day or night, when some one was not calling⁷⁰ ME 7-1212.

The voice that answers the call, "When you hear the signal the time will be——," is not recorded.¹⁰⁰ It is that of a "live" operator. But a "Thank you" or other conversation by the caller is wasted;¹²⁰ the operator cannot hear it, since the service is set up to handle as many as eight hundred¹⁴⁰ incoming calls simultaneously and, as the telephone company pointed out, there would be no end of¹⁶⁰ confusion if the callers could talk to the girl doing the announcing. Nevertheless, the company constantly¹⁸⁰ receives letters complaining about the "rudeness" of operators who fail to acknowledge "thank you's."

Naval Observatory Check. The time announced²⁰⁰ is from Bell Laboratory clocks, checked twice a day with the official signals radioed by the Naval²²⁰ Observatory in Washington.

On first consideration, time bureau operators would seem to be engaged²⁴⁰ in a monotonous occupation. But to the contrary, they report that they regard their work in the²⁶⁰ time bureau as relaxing.

The explanation is that none of them works in the time bureau for more than a half²⁸⁰ hour at a time, or for more than two half-hour periods a day. Their regular work is as operators in³⁰⁰ the central room for the exchanges MURray Hill 4 and 5, at 227 East Thirtieth Street.³²⁰ The time bureau, a glass-walled, twelve-foot square, sound-proof room known as the "fishbowl," is built in this central operating³⁴⁰ room, where the MURray Hill 4 and 5 operators work quickly in front of massive

switchboards, manipulating³⁶⁰ wires in response to blinking lights. The time announcers are scheduled from a list of those operators whose voices³⁸⁰ have been approved.

The operator in the time bureau, who speaks into a table microphone, sits at a small⁴⁰⁰ desk, facing a box about two feet square. Installed in the box, which rests on the table, are two complete sets of⁴²⁰ equipment, including clocks, which are on separate circuits in case of a breakdown.

There are three key instruments on⁴⁴⁰ the box-board: the clock, which, in numeral fashion, records the time to the quarter of a second; a green light, which⁴⁶⁰ is on for the seven-and-a-half-second period in which each time announcement is made; and a light which would⁴⁸⁰ go off if there was no one calling in for the time during the broadcast period.

Should such ever be the case,⁵⁰⁰ the operator is not required to make the announcement, but there has been no lull as yet. The time is announced⁵²⁰ once every fifteen seconds, with a seven-and-a-half-second break of silence between each announcement. A⁵⁴⁰ caller is not disconnected until his telephone is returned to its cradle.

World Series Scores. The only major change in⁵⁶⁰ the time bureau routine comes during the World Series. Since 1939 the latest score of each game,⁵⁸⁰ received by teletypewriter from a press association, is announced after the time by a second⁶⁰⁰ operator in the bureau, whose microphone is switched in on the time circuit. This service was arranged, according⁶²⁰ to the telephone company, on the plea of newspapers and other organizations whose switchboards were⁶⁴⁰ repeatedly jammed by requests for scores during the Series. The average number of time bureau calls is more than⁶⁶⁰ doubled during World Series games, the company reported.

The special time bureau service, for the fee of a⁶⁸⁰ local call, was developed when calls to regular operators for the time grew so numerous that an⁷⁰⁰ operating problem was created, the company explained. (711)

Graded Letters for Use with the Gregg Manual

A. E. KLEIN

For Use with Chapter Four

Dear Madam:

A great number of women look ahead with dread to the next wash day. They dream of the time when a washing³⁰ machine will be as much a part of their kitchen as the sink.

The infinite skill and patience of our engineers⁴⁰ has made this seemingly impossible dream come true. Working long hours, our engineers have built a washing machine⁶⁰ that not only is smooth in operation, but is also inexpensive.

With the Cooper Washing Machine⁸⁰ you need never dread wash day again. The unnecessary waste of precious strength and the rough hands caused by hours of¹⁰⁰ rubbing and wringing clothes in hot water can be eliminated today thanks to the Cooper washer.

Yes, indeed,¹²⁰ our washer is the answer to all your washing needs. Visit our store at 25 Broadway and witness¹⁴⁰ the Cooper at work. Mr. Sweeney, who is in charge of the store, will be glad to explain our washer's operation¹⁶⁰ to you.

Yours very truly, (166)

Dear Sir:

About the first of the year we purchased from your hardware store a number of bulbs made especially for²⁰ desk lamps. These bulbs exceeded all our expectations; and, naturally, we wished to purchase more in order to⁴⁰ equip our office fully with them.

But, when the young man who does our purchasing returned to your store, he was informed⁶⁰ by the young woman selling bulbs that your hardware company had only one left. Furthermore, he

also⁹⁰ reported that you did not expect any more until the spring.

Frankly, it is impossible for us to get along¹⁰⁰ without them. Can you order them for us or inform us where they may be purchased? We should like you to communicate¹³⁰ with us immediately. Thank you very much.

Yours truly, (132)

Dear Wallace:

Your expense report is incomplete. The cashier would like you to answer the attached questions in detail³⁰ and return the answers immediately.

King (29)

For Use with Chapter Five

Dear Madam:

With great pride, Simon Hugo and Company announces the opening of its new music store on³⁰ Powell Avenue and Riley Road. This new store will carry not only a complete line of sheet music, but also⁶⁰ fine violins, pianos, and radios.

We know you will be quite pleased to hear that you can now buy these choice⁶⁰ new radios at a very low price. Yet they have been specially built for the fastidious music lover⁸⁰ whose fine ear requires a tone as perfect as science can produce.

For the children, there are appropriate toys that¹⁰⁰ will give them many moments of enjoyment and amusement.

Why not stop in when shopping downtown and permit us¹²⁰ to show you our wide selection? We are quite confident that if you need something to solve your personal music¹⁴⁰ problem of the moment, you can buy it at Hugo's.

Yours very truly, (153)

Dear Sir:

Your nephew, Roy Kraus, writes me that you have some rare coins that you would like appraised by a professional. He³⁰ also writes that you would consider selling them for a good price.

I have had considerable experience⁶⁰ in buying and selling rare and exceptional coins and would be glad of the opportunity to appraise your⁸⁰ coins for you. From the things your nephew writes, I am almost persuaded that they are rare Russian coins.

The next time you⁹⁰ are in Rye, why not run in to see me? I promise you that if these coins are as exceptional as your nephew¹⁰⁰ thinks they are, you will receive a good price for them.

Yours very truly, (112)

Dear Sir:

I require two tons of galvanized iron right away. If you find it impossible to ship this iron²⁰ immediately, I shall be happy to send my driver down to pick it up.

I realize that this rush⁶⁰ order must be annoying to you, but my supply of this type of iron is low.

Yours truly, (57)

For Use with Chapter Six

Dear Mrs. Kent:

The Randall Laundry Company is making every effort to deliver your laundry promptly.²⁰ But with the increasing quantity we are now handling, it has been growing more difficult for us to be⁴⁰ prompt in delivery. (During the month of Jan-

uary, we handled hundreds of bags—more laundry than during⁶⁰ any previous month in our entire history.)

To remedy this situation, we called a joint meeting⁸⁰ of the directors and stockholders. At this joint meeting, a motion was suggested and passed that we spend money¹⁰⁰ to expand our plant and hire more trained laundry workers. Our plant is now being expanded, old equipment is being¹²⁰ replaced, and more trained personnel have been added to our staff.

We feel entirely confident that these improvements¹⁴⁰ will prevent any further delay in the delivery of your laundry.

Sincerely yours, (157)

Dear Mr. Grant:

Thousands of "responsible" individuals in the industrial and business fields read²⁰ Outstanding Events weekly. The reason is that Outstanding Events has discovered a different and brand new way⁴⁰ of reviewing the news that is designed to enable these "responsible" individuals to see behind⁶⁰ the apparently jumbled events of today.

And why do we refer to them as "responsible" individuals?⁸⁰ Because they are the leaders in every important field of business and industrial endeavor¹⁰⁰ in this country. They are the men who are compelled to discharge their duties promptly and make quick decisions.

Our trained¹²⁰ editors have devoted years to a detailed study of the suggestions of these leaders, in an endeavor¹⁴⁰ to determine their needs. Outstanding Events brings them not only terse, definite reporting from a fresh standpoint,¹⁶⁰ but also a concise record of what has happened during the week.

Why not insure the regular delivery¹⁸⁰ of your copy of Outstanding Events by filling out and mailing the enclosed form immediately?

Very²⁰⁰ sincerely yours, (204)

Actual Business Letters

Reminders from an Optician's

Miss Nannette R. Taylor, 1919 James Street, Mobile 4, Alabama. Dear Miss Taylor:

Probably more people²⁰ criticize the big-city Telephone Book than any other book in print. They say it is almost impossible⁴⁰ to read—that the type is too small and the lines too close together.

Actually, however, the book is⁶⁰ not at fault. The fine print is easily legible to those with normal vision. If you have difficulty in⁸⁰ reading it, your eyes unquestionably need attention. And if you are one of the legion whose vision is hazy¹⁰⁰ at distance as well as close up, you will want to know the advantages of properly prescribed Jackson¹²⁰ bifocal lenses.

With these lenses you read easily and see far-away objects clearly. This is because the almost¹⁴⁰ invisible Jackson straight-top reading segment permits such accurate use in instant shifting of vision¹⁶⁰ from distance to close-up by movement of the eyes only. You escape conspicuous head-tilting mannerisms¹⁸⁰—and you grow accustomed to all Jackson benefits very quickly.

If you suspect that your sight is below par,²⁰⁰ make an appointment for an examination by a qualified eye specialist. Follow his advice as to²²⁰

Key To WWT (page 358)

- Line
 1 Date impossible
 2-4 Should be blocked
 3 *Avenue*
 5 *Allan*
 6 *forward; compliments; attractive*
 7 *useful*
 8 *embossed; question mark after cover*
 9 comma after *made*
 10 *ing* at beginning of line
 11 quotes after *Individual*,
 12 *especially; possible*
 13 *lifelong; retirement; one space after income*
 14 *minimize; burden*
 15 *taxes; plans*
 16 *tried*
 17 *leisure; pursuits*
 18 *yourself*
 19 *your; believe*
 20 *worth while*
 21 *established; financial; institution*
 22 *a* after *over*
 24 *complete*
 26 *yours; comma after yours*
 28 *Director*
 29 *WTP: on*
 30 *Enc. 2*

Convention Contest Winners

When the NBTA Convention met in Chicago, the B.E.W. sponsored a contest among the teachers present: to find the errors in the January WWT. No one found all the errors; but, Miss Ruth Bruner, of Northwestern State College in Natchitoches, Louisiana, found all but one and so took home the \$10 first prize.

Autographed copies of the special miniature edition of the Gregg Shorthand Manual were awarded to the next ten runner-uppers:

Miss Cora Coddell, Shields High, Seymour, Indiana

Miss Vera Cummings, New Albany (Indiana) High

Miss Alma Koland, American Institute of Business, Des Moines

Mr. E. L. Marietta, State University of Iowa

Mr. Charles Perry, Lincoln High, Milwaukee

Mr. Harves C. Rahe, University of Cincinnati

Miss Alice L. Sadler, George Peabody College for Teachers

Sister M. Claretta, O.S.F., Alvernia High, Chicago

Miss Mildred Thierman, East High, Waterloo, Iowa

Miss Esther Veatch, Indianola (Iowa) High

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NYU FELLOWSHIPS

Several scholarships and fellowships are available in business education at New York University for next year. Teaching fellowships are granted to candidates matriculated or planning to matriculate for a doctor's degree. They amount to \$1,000 to \$1,500 plus free tuition to three graduate courses. Recipients do six hours a week of teaching or other professional duties.

Applications may be obtained from the Committee on Fellowships and Scholarships, School of Education, New York University, Washington Square, New York 3, New York. Forms must be returned to the Committee not later than March 1, 1947.—*Dr. Paul Lomas*

the type of lenses you should wear—he will most likely prescribe Jackson lenses—then let him test your eyes regularly,²⁴⁰ at least once every two years. You'll see better now and in the years to come.

Cordially yours, (257)

Mr. Edward H. Sharp, Shelbyville, Indiana.
Dear Mr. Sharp:

"You are wise in taking care of the only³⁰ pair of eyes you will ever have" is an old saying that unfortunately is not taken too seriously.⁴⁰ In a recent survey, figures showed that eyes received less medical attention than some less important parts of⁵⁰ the body.

Have you ever stopped to consider the consequences if anything happened to your eyes? It is⁶⁰ not a pleasant thought, is it? Still, something could very easily go wrong.

Why take a risk, then, when it takes so little¹⁰⁰ to avoid trouble? Make it a point to stop in periodically at one of our stores to have a¹²⁰ specialist check your eyes. It costs so little.

Sincerely yours, (130)

Transcription Practice

Dear Mr. McCann:

The Industrial Service Department of this bank, whose function it is to give service²⁰ wherever possible to concerns doing business in the South, is planning a series of factual reports on⁴⁰ this area that we believe will be of value to your organization.

These reports will be published from⁶⁰ time to time and will deal with subjects that will interest different officials. They will be mailed directly⁸⁰ to the executive most likely to be interested, so for that purpose we should like to have the names of your¹⁰⁰ principal officers—president, vice-presidents, treasurer, sales manager, and traffic manager.

There is¹²⁰ no charge for these reports. They will be sent without obligation to all firms interested in the South and its¹⁴⁰ opportunities for expansion.

May we take this occasion also to invite your executives to visit¹⁶⁰ us when next in Atlanta. We want them to meet our officers and see our new

building, which has many¹⁸⁰ unusual features that have attracted considerable attention.

The enclosed folder describes some of the²⁰⁰ services that are available on request through this department. If you can use any of them at any²²⁰ time, please do not hesitate to do so.

Yours very truly, (231)

Dear Mr. Wilson:

Local newspapers carried a story of especial interest to you—word of the change³⁰ in location of your bank.

Recognizing the need of our customers for expansion in our banking facilities,⁴⁰ which this present location would not permit, the management of the Associated Exchange Bank has⁶⁰ for some time been seeking more spacious modern banking facilities in the heart of the city. After much⁸⁰ consideration, the 134 Lake Street site appeared to be the most desirable. There, a "Drive-In"¹⁰⁰ depository, an innovation in banking circles, is but one of the many proposed new services¹²⁰ to be placed at your disposal.

Newspapers erroneously stated that the move would be made within a month;¹⁴⁰ but remodeling of the new banking quarters will not be completed for another six months, and the change will¹⁶⁰ not occur until then.

Meanwhile, there will be no deviation from nor change in our progressive policies, nor¹⁸⁰ in our official staff. Our officers and employees are looking forward to a continuation of your²⁰⁰ friendship and business.

Sincerely yours, (206)

Being One's Self Is What Counts

From "The Pick-Up"

NO MAN can successfully imitate another. We may have our heroes and wish we were like them, but that does²⁰ not count for much. The person whom we look upon as our ideal is such because of his own individuality⁴⁰ and his own strength of character. Ralph Waldo Emerson covered this point very nicely when he said:⁶⁰ "I count him a great man who inhabits a higher sphere of thought into which other men rise with labor and⁸⁰ difficulty; he has but to open his eyes to see things in a true light, and in larger relations, whilst they make¹⁰⁰ painful corrections, and keep a vigilant eye on many sources of error. He is great who is what he is¹²⁰ from nature and who never reminds us of others." (129)

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To request more information, you may wish to use the check-coupon on page 372.

On the Lookout

A. A. BOWLE

32 Reyam Plastics Products Company has placed on the market a new product made of Ruberlyke plastic, which they call a Foneholder. The gadget enables the user to rest either the cradle-type or the old-style telephone on the shoulder, thus leaving both hands free. The attachment "is like an extra hand," say the manufacturers. It can be used on either left or right side and grips the phone tightly so that it will not slip around. The Foneholder remains on the telephone and does not interfere with its use in the conventional manner. It is made in dark green, but plans to produce it for home use in pastel shades are in the making. The material will not mark the clothes, it is claimed, and no tools are required to attach the device to the telephone.

33 Chek-Protek is a new check protector that can be carried in pocket or purse. It is offered by Reid Manufacturing Company, which claims that the device actually perforates the paper, thus preventing erasures, fill-ins, or alterations. This is accomplished by a small case-hardened steel roller fitted into the end of the highly polished aluminum barrel. The check is placed on a blotter, and the Chek-Protek is rolled over the written amounts.

34 A new lamp for typists is the special fluorescent Copyholder lamp. It can be attached easily to all front-vision, line-by-line copyholders, thus making a sturdy, compact unit and leaving all desk surfaces free and clear. The fixture takes a 15-watt tube and, according to its makers, diffuses soft, heatless, and glareless light where it is most needed.

35 The new Raxon vibration mounts are of a new design, according to the manufacturers. They combine the high vibration-dampening properties of rubber-in-shear with the safety, durability, and ease of installation of a simple compression amount. The set of four mounts, one for each foot, will absorb approximately 95 per cent of the typewriter vibrations and deaden almost 50 per cent of the typewriter noise, it is claimed.

36 The Victoray Corporation claims for its new Copymaster Jr. that it is the only office machine that is capable of making photostat, blueprint, and blackline reproductions of charts, letters, and, in fact, any original subject. It can handle up to 14 by 18 inches in full daylight from typed, written, or printed copy. Copymaster Jr., it is claimed, is the answer to the multiple-copying needs of the schools.

37 The new carrier file, the Executive, now being introduced by Red Line Manufacturing Company, is of all-steel construction and features a roller-bearing top that rolls out of the way when the file is in use. Closed, the file is dustproof and fire-resistant and may be used as a table top. Other outstanding features claimed include side grooves for hanging folders, bottom groove for spring-controlled follow block, and guide rod for regular folders. The top is welded, the sides and bottom are of heavy gauge steel; the legs, of solid steel. Olive green Hammerloid baked enamel finish. Free, rolling casters give the file portability.

A. A. Bowle February, 1947
The Business Education World
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

32, 33, 34, 35, 36, 37

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